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ABSTRACT

The final report reviews accomplishments of an outreach project designed to provide technical assistance and training to early childhood programs for handicapped children. The project features the Cognitively Oriented Preschool Curriculum, a developmental approach based on Piagetian theory and explained to build on the child's accomplishments. A "Summary of Impact" lists activities in terms of advertising/promotion, awareness conference presentations, demonstrations, project development/distribution, and site stimulation. Progress in project components are considered and descriptions of five second-year replication sites are given. Extensive appended material includes observation guides, evaluation forms, and information for visitors. (CL)

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HIGH/SCOPE OUTREACH PROJECT

Final Report
October 1, 1983 - September 30, 1984
Grant No. G008303564
CFDA: 84.024B
Project No. 024BH30011

High Scope Educational Research Foundation

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Submitted to: Grants Officer (ATTN: Lena Bragg)
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December 18, 1984

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Minimal Preschool Teacher Training Profile (MPTTP)

I. PROJECT ABSTRACT

Project Title: High/Scope Outreach Project

Local Fiscal Agency: High/Scope Educational Research Foundation, 600 N. River St., Ypsilanti, Michigan 48197; 313/485-2000

Project Director: A. Clay Shouse

Project Coordinator: Bettye W. McDonald

Description of the Demonstration Model:

The Cognitively Oriented Preschool Curriculum is an open framework model derived from Piagetian developmental theory. This developmental approach emphasizes the identification of the child's status on a developmental continuum by examining the child's strengths and developmental accomplishments. Classroom activities are planned to build on the child's accomplishments and broaden and extend his/her emerging mental abilities. The curriculum model is being used in classrooms which integrate handicapped and nonhandicapped children. During our demonstration phase, pre- and post-testing with the McCarthy Scales of Children's Abilities indicated the children, as a group, advanced 2.02 months in mental age for each month in the nine-month program.

Outreach Goals:

- Strengthen an existing network of replication sites.
- Provide quality educational services to young handicapped and nonhandicapped children.
- Establish contact with key people in regional agencies who are responsible for training activities.
- Disseminate program information.
- Select and provide technical assistance and training to five replication sites.
- Certify selected replication site staff members, who will conduct dissemination activities in their local areas.

Outreach Services:

- Disseminate the High/Scope Cognitively Oriented Preschool Curriculum.
- Provide project information by telephone, letters, printed brochures and the Outreach Newsletter.
- Conduct introductory workshop sessions to disseminate information at awareness conferences.
- Provide two-day, onsite needs assessment and training visits to programs/agencies interested in replication.
- Provide on-site consultation and training to selected replication sites.
- Provide training in Ypsilanti in the form of visits to our demonstration classroom, and regularly scheduled week-long Teacher and Trainer Institutes.

Features and Products:

The High/Scope Cognitively Oriented Preschool Curriculum's principles and strategies are documented in Young Children in Action, A Manual for Preschool Educators, and is available to administrators, teachers, parents and students. Many films, filmstrips and videotapes with supplemental printed learning materials are available to support training in implementing the curriculum as well as general teacher training strategies.

Replication Sites:

The number of sites known to be using components of the High/Scope model is 115.

JDRP-Approved as of January 1, 1983: Yes X No___

II. SUMMARY OF IMPACT

ACTIVITIES	DISTRIBUTION/CONFERENCE SIZE OF GROUP	IMPACT
Advertising/Promotional		
• Teacher/Trainer Institute Brochures	7,000 educators received copies of the brochures publicizing our week-long training sessions	73 requests for registration materials
• ReSource, a news-magazine publicized our Teacher/Trainer Institutes	32,471 people on the mailing list received these newsmagazines	84 requests for registration materials

Total number requesting information and/or registrations - 157

Awareness Conference Presentations		
• 1-1/2-3 hr. introductory Conferences	251 participants who worked with a total of 1,403 handicapped children	58 requests for follow-up information
• 2-day Needs Assessment/ Training Conferences	322 participants who worked with a total of 3,364 handicapped children	144 requests for follow-up information

Total number requesting additional materials/information - 202.

Demonstration

- Visitors orientation was scheduled for the first four — 302 number of visitors visited the demonstration site

- High/Scope Replication Sites and other turn-key sites hosting visitors to their demonstration classrooms:

Kalamazoo, Michigan Head Start	17
Green Bay Day Nursery	104
Miami Valley Child Development Center	26
North Carolina A&T University	72
Orlando, Florida	59
(combined total)	278

Total number visiting demonstration sites 580

ACTIVITIES	IMPACT
PROJECT DEVELOPMENT/DISTRIBUTION	
New materials Development	
• The Cognitively Oriented Preschool Curriculum, a 7 minute color/sound filmstrip production	67 sold from October 1983 to October 1984
Distribution of Materials	
• Outreach Information Packets	162 mailed
• Young Children in Action Curriculum Manual	4,427 sold from October 1983 to October 1984
• Media Rental Sales Consultants' Use (46 media titles available)	2,452 viewers by consultants' use only
STIMULATING SITES	
• Program Planning and Staff Training - Two Day Needs Assessment Training Visits	Five new sites would have been chosen from this group and other sources
• Replication Site Training	8 Replication Sites that represented a total of: 194 classrooms 202 classroom teachers 202 aides 55 support personnel 508 handicapped children 2,715 nonhandicapped

Separate charts for each Replication Site are contained on pages

III. PROGRESS IN EACH COMPONENT

The accomplishments of the High/Scope Outreach Project during the first year of operation will be discussed in terms of the following components:

- Awareness
- Product Development and Distribution
- Stimulating Sites
- Training

AWARENESS

Objective: To provide information about working with handicapped and nonhandicapped children using the High/Scope Cognitively Oriented Curriculum. And, to introduce creative approaches to working with parents and training teachers.

The first level in the dissemination process is to build awareness of and interest in the services provided by our Outreach Project.

Advertising/Promotional Activities

Promotional Materials

Printed materials on the goals of Outreach activities and the services the project provided were distributed at numerous conferences attended by High/Scope staff. Mailings from the Foundation in the multi-thousands range also included our promotional materials for Outreach.

Forty-five people requested information — especially our mainstreaming strategies — as a result of reading our promotional material.

Teacher/Trainer Institute Brochures

Week-long training sessions on using the Cognitively Oriented Preschool Curriculum with handicapped and nonhandicapped children and leadership training sessions for teacher trainers were scheduled periodically throughout the project year. Workshop sessions, individual consultations, media reviews and classroom observation were included in the week's activities. These institutes have often served as the first contact for follow-up two-day Outreach conference presentations.

Seven thousand educators, administrators and parents received Institute brochures; 73 responded asking for further information and 68 persons participated in the Teacher and Trainer Institutes. A brochure describing the Institutes is included in Appendix B.

ReSource

A newsmagazine used to publicize High/Scope services and products was mailed to 32,471 persons on the Foundation's mailing list. Twenty-seven persons who received ReSource either wrote or called for information and were referred to the Outreach Project because our services would best meet their needs. An Outreach packet (Appendix B) was sent to each of these persons.

Awareness Conference Presentations

Introductory Conference Presentations

High/Scope's Outreach Project conducted workshop sessions at ten regional conferences or to groups serving handicapped preschoolers in some capacity.

The introductory presentations were awareness level activities designed to orient teachers, curriculum specialists, program administrators and parents to High/Scope's developmental approach to early childhood special education. They included information on establishing a preschool program, strategies for working with children with special needs, specific information on mainstreaming handicapped children into regular classes, and information on the services available through our Outreach Project.

Introductory conference goals.

- To provide an inservice training session with specific strategies for working with preschool-aged handicapped children.

- To create an interest in adopting a more humane, developmentally valid educational framework for use with handicapped and nonhandicapped children.

- To disseminate information about High/Scope's curriculum model, inservice model and Training of Trainers model.

- To inform project directors and administrators about High/Scope's resources and capabilities to assist in creating and upgrading programs for preschool handicapped children.

- To recruit possible replication sites and field sites and schedule Outreach two-day technical assistance/service conferences.

- To stimulate local educational and service agencies to communicate and cooperate to improve services for young children.

Description of conferences. These conferences were agency based, regional and statewide meetings. Participants ranged from 15 to 138 and included professionals, paraprofessionals and parents. The majority of the people we contacted at the conferences were serving handicapped children in some capacity. They were involved in special education preschools, Head Start and private regular education preschools with a few handicapped children integrated into their programs, or they were preparing for mainstreaming.

Our participation in these conferences confirmed the need for providing training to regular education preschool teachers and to others working with mild to moderately handicapped children.

Providing information and creating an interest in using a developmental approach that focuses on the child's abilities, achievements and strengths as opposed to his deficiencies became central themes of each presentation.

Sources of Outreach conference contacts.

- Contacts made through media rentals and sales. Information about Outreach services/products were sent routinely to agencies/persons who rented or purchased films, filmstrips and videotapes produced by High/Scope Foundation for inservice and preservice training in parent-infant education, preschool education, elementary education and training of teacher trainers.

- Direct inquiries to the Foundation about training/technical assistance services or information. This function is handled by the Administration Department. Possible contacts for Outreach were routinely referred to the Outreach staff for follow-up.

- Referrals from other departments at High/Scope. Other departments and projects within the Early Childhood Education Department received requests for information and services which were more suitable for Outreach or were potential contacts for stimulating new services for the handicapped. These were routinely passed on to the Outreach staff.

- Contacts made through sales of publications. Recent publications of the monograph on the longitudinal results of the Perry Preschool Project and Curriculum Demonstration Project led to several inquiries about inservice training and technical assistance which could be potential contacts for Outreach efforts.

- Contacts made at Teacher and Trainer Institutes.

- Visitors to the High/Scope Demonstration Preschool.

Criteria for selecting recipients of one-day Outreach conferences.

- It is a regional or statement conference. The audience was drawn from several communities, counties, states or was sponsored by a university (not a student function), national, state or regional professional organization, or regionally-based service provider. The goal was to reach as wide an audience as possible.

- It is for people working with preschool and handicapped children. The people attending the conference work with preschool-age children with special needs in either integrated settings or segregated, self-contained classes; or in home-based programs, for handicapped or high risk children; or the audience has a Child Find Project, but no active delivery system for educational services for handicapped preschoolers.

• Agency sponsoring the workshop indicates an interest in the High/Scope Outreach model. An appropriate amount of time was scheduled for each presentation, a minimum of one and one-half hours, to provide an overview of the curriculum as well as to describe the Outreach model and services available.

• A letter of agreement was signed by the project and the host site representatives before the date of the conference. (Letters of agreement are contained in Appendix B.)

Awareness conference presentations made in 1983-84 are summarized in Table III-1 on the following page.

Introductory conference presentations made by High/Scope consultants introduced 251 participants to the Cognitively Oriented Curriculum and to the High/Scope Outreach model. A sample introductory workshop agenda is on page 10.

Awareness Presentations by Replication Site Staff

According to our agreement with replication sites, one responsibility was to present two introductory workshops to audiences in local geographical regions during the second year of replication. The curriculum assistant takes the major role in planning and presenting the workshops; however, classroom staff often take an active part as well.

The staff at North Carolina Agricultural and Technical University continue to give workshops but the number of participants were not available.

Miami Valley Child Development Center staff presented one workshop to 35 persons on using the Cognitively Oriented Curriculum with handicapped and nonhandicapped children.

Demonstration

Visitors to the Demonstration Classroom in Ypsilanti

Three hundred two persons participated in the three-hour visitors' orientation that involved groups of two to ten persons. Orientations were scheduled during the first full week of each month from October to June. Participants included regular classroom and special education teachers; directors of Head Start, day care centers and preschool programs; early childhood specialists and coordinators; bilingual resource administrators and teachers; university professors; parents; psychologists; occupational and physical therapists; graduate and undergraduate students; speech and language specialists; and curriculum consultants.

Visitors came from California, Colorado, Connecticut, Illinois, Indiana, Michigan, Minnesota, New Hampshire, North Carolina, Oregon, Pennsylvania, Washington, Wisconsin, Wyoming, Australia, Canada, Holland, Great Britain, and Norway.

The schedule for visitors.

8:30- 8:40	Introductions Agenda for the Visit Brief Overview of the Program
8:40- 8:45	Walk through the Preschool to Observe Room Arrangement
8:45-10:10	Observe in the Preschool, Plan-Do-Review Sequence (Optional visit to the Elementary Classroom at 9:25)
10:10-10:15	Return to Hutchinson House
10:15-11:20	Coffee View Media: "The Foundation Overview" and "The Cognitively Oriented Curriculum: A Framework for Education" Discuss Issues Raised by the Visit to the School(s) and the Media Review
11:20-11:30	Fill Out Evaluation Forms

TABLE III-1
1983-84 Introductory/Awareness Conference Presentation

School District of the City of Ferndale 725 Pinecrest Ferndale MI 48220	Ferndale, Michigan	9/28/83	35	8	114	1,284
Oakland Intermediate School District 2100 Pontiac Lake Road Pontiac MI 48054	Pontiac, Michigan	10/11/83	36	10	280	280
Akron Head Start Fall Conference PO Box 2000 Akron OH 44309	Akron, Ohio	10/17/83	76	15	572	2,710
Milwaukee Public Schools 5225 West Vliet Street Milwaukee WI 53201	Milwaukee, Wisconsin	11/14/83	41	7	207	1,953
Maryland Dept. of Education Division of Special Education 200 West Baltimore Street Baltimore MD 21201	Baltimore, Maryland	7/10/84	63	18	417	3,705
		TOTALS	251	58	1403	8832

SAMPLE INTRODUCTORY WORKSHOP
(One and One-half Hour Presentation)

- Introductions and Orientation from Sponsoring Agency
- Introduction to High/Scope Foundation: "Who We Are...What We Do"
- Overview of High/Scope's Cognitively Oriented Preschool Curriculum
  - -- Curriculum Development
  - -- Theoretical and Philosophical Bases of the Program
  - -- Research
- Basic Elements of the Curriculum
  - -- Organizing the Learning Environment
  - -- Plan-Do-Review for Children
  - -- Plan-Do-Evaluate for Teachers
- Training Options Available for Teachers and Administrators
- Overview of Outreach Project and Training Models
- Questions, Issues, Discussion
- Evaluation

SAMPLE TWO-DAY CONFERENCE

First Day

A.M. -Observe in the classroom(s)
P.M. -Give relevant feedback to classroom staff or administration
-Discussion of appropriate training options with administrators

Second Day

A.M. -Follow sequence above with extensions and elaboration to accommodate time frame.
P.M. -Present workshop in consultation with host agency contact person
-Outline of one possibility: Active Learning
-Active Learning simulated activity
-Discussion of the activity
-Rational for Active Learning
-View film: Contrasting Teaching Styles: The Art Area
-Small Group Discussion
-Teaching Strategies
-Summary and Evaluation

HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION

OUTREACH AWARENESS PRESENTATION

Conference Location: _____

Presentor: _____ Date: _____

	Not at all	To some degree	Very much so
1. Did the presentation provide sufficient information about the High/Scope Cognitively Oriented Curriculum Model?	___	___	___
2. Was the opportunity for questions and discussion adequate?	___	___	___
3. Were the audio-visual presentations useful?	___	___	___

4. What is your job category?

___ Teacher
___ Teacher Consultant
___ School Psychologist
___ Therapist (type) _____
___ Administrator
___ Educational Aide
___ Other: _____

5. How many children with special needs do you have in your program? _____

6. What is, the total number of children in your program? _____

7. What information from the presentation will you incorporate into your program?

8. Do you wish to be placed on the High/Scope Foundation and Outreach Mailing Lists? ___ Yes ___ No IF YES, PLEASE PRINT NEATLY BELOW AND INCLUDE ZIP.

NAME: _____

TITLE: _____

AGENCY: _____

ADDRESS: _____ (Please indicate whether this is your office or home address. Thank you.)

CITY/STATE/ZIP: _____

9. Please note below any specific information you would like to receive.

Visitors were asked to fill out an open-ended evaluation form which asked for opinions regarding the school program and the program for visitors. (A copy of the evaluation form and visitor's information booklet contained in Appendix D.)

Two hundred seventy-four evaluation forms were returned in by the visitors over the course of the school year. This number is considerably fewer than the number of visitors because some visitors didn't take the time to fill out the forms.

The evaluations were overwhelmingly positive. The most frequently made responses to the question, "What did you like most about the High/Scope curriculum framework and about the school(s)?" were as follows:

- Ambiance:
  --positive, relaxed atmosphere
  --happiness of the children and their interest in what were doing
  --the warm interaction between teachers and children; handicapped and nonhandicapped
- The organization of the classroom:
  --the diversity of materials
  --the labeling of shelves and materials
- The child planning process:
  --children making choices and decisions
  --freedom and independence of the children
  --self initiation and responsibility for getting something done
- General curriculum orientation:
  --active learning/exploration/experimentation/problem solving
  --individualization
  --developmental approach
  --emphasis on strengths rather than weaknesses
- Emphasis on the children verbally expressing themselves

Many people expressed no reservation or questions about what they had observed. The most frequently stated questions/reservations concerned:

- How children make the transition to a more traditional school;
- How the curriculum can be adapted to use with larger numbers of children
- Whether the teacher could adequately meet the needs of all the children;
- Did the program meet the pre-academic needs of the children;
- The program is too structured for preschool children;
- How to sell this program to school administrators and boards.

Almost all of the comments about the visitor's orientation were very positive. The participants really appreciated having a warm, friendly, informed host/hostess for the entire visit; viewing the films, observing the classroom in action; and receiving the printed materials prior to their visits. Suggestions for improving the visit were to enclose the observation area and install two-way mirrors; observe the entire morning; be allowed to interact with the preschoolers; and meet with the teachers to discuss the observation.

Visitors to Demonstration Classrooms at Replication Sites and Other Turn-key Sites

One of the responsibilities of the second year replication sites and turn-key sites was to host visitors one week each month in their demonstration classrooms. A total of 278 visitors observed the program model in the following cities:

Kalamazoo, Michigan Head Start	17
Green Bay Day Nursery	104
Miami Valley Child Development Center	26
North Carolina A&T College	72
Orlando, Florida	59
	278

These sites showed a film about the High/Scope Cognitively Oriented Curriculum and provide printed awareness materials to program visitors.

PROJECT DEVELOPMENT DISTRIBUTION

Objective: To develop new products and/or field test and revise existing products and to disseminate information about the Outreach Project services and the components of the High/Scope Cognitively Oriented Preschool Curriculum.

The High/Scope Outreach Project was assisted by the High/Scope Press in the publication and distribution of materials. Our print and media publications have made many contacts with educators across the U.S. that have often led to inquiries about the options available for inservice.

The High/Scope Cognitively Oriented Preschool Curriculum is a seven-minute color/sound filmstrip that introduces High/Scope's validated preschool model. The filmstrip introduces the major elements of the curriculum and takes the viewer through each segment of the daily routine. This filmstrip was not developed with Outreach funds, but it has been extremely useful during introductory workshops and two-day technical assistance/training conferences.

A packet of information (Appendix B), including a form letter, the current edition of the Outreach newsletter, brochures about the curriculum, a flyer on the Outreach training model, Teacher/Trainer Institute brochures, a copy of "Implementing the High/Scope Cognitively Oriented Curriculum in Your Program: Providing Administrative Support," and the current issue of ReSource, is sent to each person who writes/calls requesting information about Outreach activities.

Young Children in Action: A Manual for Preschool Educators

Our curriculum manual was published in 1979, and since publication more than 25,000 copies have been distributed. During this project year, additional sales have totaled 4,924. All of our replication sites have purchased copies of the manual, and use it to aid in implementation of our curriculum model.

Media: Rental/Sales/Consultant Use

High/Scope has 35 media titles available that are appropriate for training educators in the field of early childhood special education. (See insert from ReSource in Appendix B for listing of titles.) This past year, High/Scope consultants used over 175 pieces of media at training workshops, conferences and visitor orientations to a total of 1,617 participants.

Media was used by High/Scope consultants in awareness activities as well as in training replication site staff. Replication site staff also used the media, free of charge, when orienting parents, teachers and administrators.

STIMULATING SITES

Objective: To assist other educational agencies and parents of young handicapped children to provide quality services by using the High/Scope Cognitively Oriented Preschool Curriculum Model.

The process of stimulating sites begins with the activities described in the preceeding sections on Awareness and Product Development/Distribution. When a site indicated an interest in our program by asking for further information on inservice training, the Outreach Coordinator discussed the possibility of scheduling a two-day needs assessment/training visit to the site.

Program Planning and Staff Training

Two-Day Needs Assessment/Training Visits

The two-day conference was designed as a follow-up to the one-day conference or other contacts with High/Scope. The conference provides the information necessary for decision making prior to adoption or replication of the Cognitively Oriented Preschool Curriculum. The model we adopted is based on High/Scope's commitment to quality preschool programming, the team teaching approach for adults in the classroom, and a mutually determined inservice sequence for staff training. Its design serves both the goals of the LEA (local education association) and High/Scope's Outreach Project.

Criteria for selecting recipients of two-day Outreach conferences.

- Agency expresses an interest in replicating the curriculum model as expressed by key administrative staff.

- Evidence of commitment to allocate or secure funds to continue a preschool program for handicapped children.

- Commitment to provide one day release time for program staff to attend the inservice workshop.

• Commitment by the curriculum coordinator or educational supervisor and other key administrative staff to allocate time to observe in the classroom with the consultant and discuss plans for an inservice staff development program.

• Willingness of agency to cooperate with the other local agencies and invite them to the full-day workshop on the second day.

• A letter of agreement is signed by both parties entering into the agreement before the visit is made.

Goals for the two-day conference.

• Providing technical assistance sessions for special education teachers and teacher trainers.

• Providing an opportunity for special educators to preview selected learning packages High/Scope has produced for special educators.

• Discussing High/Scope's training methods, curriculum for handicapped and nonhandicapped preschoolers and the dissemination model.

• Recruiting replication sites.

Description of conferences. The two-day conference is given on-site at the LEA. The first of the two days is a technical assistance session for both inservice staff training for the LEA and their invited guests.

During the morning of the first day, the High/Scope consultant provides technical assistance to the classroom staff in the form of classroom observation and evaluation feedback. Before the class session begins, the consultant talks with the classroom staff to establish rapport, define the role of the consultant during the class session, obtain a copy of the daily plans and the daily routine and answer any questions the staff has about the observation. The consultant also makes an evaluation of the classroom arrangement and equipment. Following the class session, the consultant meets with the classroom staff and the local curriculum specialist, who has also observed, to discuss teaching strategies and classroom activities as they relate to the children in the class.

The afternoon of the first day is a technical assistance session for administrators which also includes an extensive needs assessment for program and staff development. Curriculum and administrative staff meet with the consultant to discuss the current program, perceived needs, goals and resources. The consultant provides technical assistance on securing funds and makes program improvement suggestions. The consultant reviews the High/Scope dissemination model and training models and discusses the possibility of the LEA becoming a replication site, a field site or participating in other High/Scope services. By the end of the session, the consultant has acquired all the information necessary to fill out the Site Obesrvation Report, which is used to determine which of the possible sites will be the best replication site for the following year (see Appendix D).

The second day of the conference is a full-day inservice training workshop for the entire staff of the LEA and their invited guests. Each LEA is encouraged to invite as many other local service educational agencies as possible to this one-day training session. We hope that the contacts the LEA makes with agencies they currently work with as well as those with whom they have not established a working relationship, will increase communication among local agencies and facilitate the collective use of the resources available to them as they increase the quality of services for young handicapped children.

Specific objectives of the two-day conference.

For Receiving Agency:	For Outreach Project:
• Observe in the classroom—	
- to provide feedback to classroom staff as requested.	- to see how consistent the program's current practice is with our model.
- to conduct needs assessment with project director.	- to gather relevant information for discussions/ negotiations with administrators.
• Meet with project director and chief administrators—	
- to provide feedback on training needs per the classroom observation.	- to discuss the match between the project and High/Scope's model (refer to criteria for selecting replication sites).
- to conduct a needs assessment based on administrator/director's expressed needs as well as High/Scope's observations.	- to find out the degree of commitment (staff, time and dollars) the program is willing to offer.
- to provide technical assistance in designing an inservice teacher training program based on the High/ Scope model.	- to find out who makes the successful replication (i.e., staff turnover, etc.)
• Conduct a full-day inservice workshop for staff—	
- to provide sessions for administrators to preview selected learning packages and assess their staff's reactions to the High/Scope model.	- to provide consultant feedback on the staff's receptivity to the curriculum model.
- to introduce and orient classroom staff to the Cognitively Oriented Preschool Curriculum and High/- Scope's approach to children with special needs.	

Table III-2 summarizes the two-day needs assessment and training visits made in 1982-83 and can be found on the following page.

Table III-2
1983-84 Two Day Conferences

Kansas City School District 3139 Hyland Kansas City MO	Kansas City, Missouri	11/29-30/83	45	18	65	600
Marquette Algiers Interm. School District 427 W. College Ave. Marquette MI 49855	Marquette, Michigan	11/3-4/83	30	15	300	300
The Learning Center PO Box 3441 Jackson Hole WY 307/733-3791	Jackson Hole, Wyoming	11/7-8/84	15	18	259	451
Region V Head Start Conference 300 S. Wacker Dr. Chicago IL 60606	Chicago, Illinois	11/10-11/83	21	1	250	2241
Louisville Head Start CEB 244 Western KY Univ. Bowling Green KY	Louisville, Kentucky	2/24-25/84	138	71	320	2500
Kent County Special Ed. Region III 7 E. 36th St. SE Wyoming MI 49508	Grand Rapids, Michigan	2/24-25/84	37	22	2060	2060
Williamsburg James County Public Schools Matthew-Whaley School Williamsburg VA 23185	Williamsburg, Virginia	3/8-9/84	21	5	75	640
Rochester Comm. Schools 4th & Wilcox Rochester MI 48063	Rochester, Michigan	5/9-10/84	15	2	35	205

TRAINING

Objective: To select promising sites for replication. To provide a sequential, mutually determined training sequence for staff at replication sites to continue to expand our network of competent teachers and trainers in order to provide quality education programs to preschool handicapped children.

Replication Site Selection and Training

The selection of replication sites was made by weighing data gathered on the two-day needs assessment/training visits as well as through subsequent phone and mail contacts. We have found that, generally, 50% of the sites we visit under the two-day needs assessment/training element of our Outreach model meet the criteria for becoming a replication site. The criteria for selecting replication sites includes the following:

o Geographic location; proximity to other programs in the region; services available locally for preschool handicapped children.

o Evidence that the site has strong potential for implementation of the demonstration model as indicated by administrative stability, personal commitment by key administrative staff, interest and comment of training and teaching staff.

o Evidence of commitment to allocate or secure funds for selecting or establishing a demonstration classroom with a curriculum assistant (trainer), a teacher and paraprofessional to staff the program.

o Evidence of commitment to allocate or secure funds to release program staff to participate in training at High/Scope Foundation.

o Evidence of commitment to gather evaluation and impact data.

o Evidence of commitment to continue the project into demonstration and dissemination phases.

First Year Replication Sites

Once a site has been selected for replication, a consultant is assigned to the site and schedules training with the on-site trainer. The first year of training includes ten days of on-site training by a High/Scope consultant and two week-long institutes which are held at High/Scope headquarters in Ypsilanti. On-site training covers curriculum goals and teaching strategies which are presented by High/Scope consultants and local curriculum assistants in inservice workshops. Competencies introduced in workshops are monitored by classroom observation and feedback from one High/Scope field consultant and/or the curriculum assistant. Training is delivered in a spirit of mutual problem solving, involving teachers in designing activities and environments that are supportive of children's emerging abilities.

Teachers use the High/Scope Child Observation Record (COR) as well as locally selected child instruments to assess needs and evaluate progress. Trainers use an implementation profile (the PTTP or MPTTP) to record data

on their observations of classrooms and go over this information with teachers who are learning to use the model. (See Appendix E for copies of the COR, PTTP and MPTTP and accompanying manuals.)

The institutes for teachers include visits to the High/Scope Foundation's Demonstration Classroom and a systematic review of the curriculum framework. The institute for trainers covers basic principles, skills and techniques which High/Scope has found to be effective in 18 years' experience in conducting active training programs for educators. The High/Scope training sessions enable teachers and supervisors from diverse locations to share ideas and experiences in using the High/Scope model. An Outreach newsletter, published by High/Scope once during the last funding year, also facilitates communication among the replication sites and promites the concept of site participate in a national network. The first year sites include the following:

East Pierce County Special Education Cooperative - Sumner, California
Kalamazoo Head Start - Kalamazoo, Michigan
Richmond Unified School District - Richmond, California

Separate charts for each first year replication site are contained on pages .

Second Year Replication Sites

During the second year as an Outreach replication site, staff received five days on-site consultation focusing on evaluating and planning continued training and designing the process for beginning the required dissemination activities. The second year replication sites include the following:

1) Delta Sigma Theta Preschool/Head Start, Los Angeles, California
2) Jackson Intermediate School District, Jackson, Michigan
3) Youngstown Easter Seal Society Developmental Preschool Program, Youngstown, Ohio
4) Office of Riverside County/Superintendent of Schools, Riverside, California
5) Los Angeles Child Care and Development Center

Separate charts for each second year replication site are contained on pages .

REPLICATION SITE DESCRIPTION

First Year Site X Second Year Site ___

Contact Person: Evelyn Beckford
Site Name: Richmond Unified School District
Address: 1108 Bissell Ave.
City/State/Zip: Richmond California
Telephone: (415) 234-3825

1. Number of classrooms using model components:

   12 classrooms 2 sessions each day

2. Staff members:

   - Full-time classroom staff: 12 teachers 12 aides
   - Part-time support support staff:
     - ___ teacher consultants/trainers
     - ___ student teachers
     - 3 therapists--types: Speeach and O.T.
     - ___ parents involved in classroom
     - 2 other: Adm. & Parent Coord.

3. Model components used with (*) or without (o) adaptation:

0 Room Arrangement	0 Number
0 Daily Routine	0 Space
0 Active Learning	0 Time
0 Language	0 Feelings
0 Representation	0 Classroom Management
0 Classification	0 Team Planning
0 Seriation	0 Working with Parents

4. Number of children served by age range and handicapping condition:

   3 to 5 years old; 40 handicapped; 320 nonhandicapped

___ EMI	___ Speech/Language Impaired
___ TMI	___ Learning Disabled
___ Hearing Impaired	___ Orthopedically Impaired
___ Visually Impaired	___ Other:
___ Emotionally Impaired	___ Multiply Impaired

5. Improved service at existing site:
   Prior to this year, each classroom took a more ecletic approach to teaching, now there is a specific philosophical and theoretical base with methodology. Teachers are sharing more classroom activities and more inservice training is being provided for the staff.

6. New services not previously supported:

REPLICATION SITE DESCRIPTION

First Year Site X Second Year Site ___

Contact Person: Rich Borton

Site Name: East Pierce County Special Services Cooperative

Address: 1202 Wood Avenue

City/State/Zip: Sumner WA 98390

Telephone: (206) 863-2201

1. Number of classrooms using model components:

   10 classrooms 1 sessions each day

2. Staff members:

   - Full-time classroom staff: 10 teachers 10 aides
   - Part-time support support staff:
     - 1 teacher consultants/trainers
     - ___ student teachers
     - 3 therapists--types: O.T., P.T., and Speech
     - ___ parents involved in classroom
     - 1 other: Psychologist

3. Model components used with (*) or without (o) adaptation:

0	Room Arrangement	0	Number
*	Daily Routine	0	Space
0	Active Learning	0	Time
0	Language	0	Feelings
0	Representation	0	Classroom Management
0	Classification	0	Team Planning
0	Seriation	0	Working with Parents

4. Number of children served by age range and handicapping condition:

   3 to 6 years old; 101 handicapped; 0 nonhandicapped

8	EMI	35	Speech/Language Impaired
___	TMI	19	Learning Disabled
8	Hearing Impaired	8	Orthopedically Impaired
6	Visually Impaired	___	Other:
3	Emotionally Impaired	14	Multiply Impaired

5. Improved service at existing site:

   Using a developmental approach has helped the teachers plan for the children based upon their strengths rather than attempting to remediate their handicaps.

6. New services not previously supported:

REPLICATION SITE DESCRIPTION

First Year Site X Second Year Site ___

Contact Person: Edie Lund

Site Name: Kalamazoo Head Start

Address: 201 W. Kalamazoo

City/State/Zip: Kalamazoo MI 49007

Telephone: (616) 385-8535

1. Number of classrooms using model components:

   15 classrooms 2 sessions each day

2. Staff members:

   - Full-time classroom staff: 15 teachers 15 aides
   - Part-time support support staff: 1 teacher consultants/trainers
     ___ student teachers
     ___ therapists--types: _____
     _____
     ___ parents involved in classroom
     7 other: supervisors & parent coordinators

3. Model components used with (*) or without (o) adaptation:

0	Room Arrangement	0	Number
0	Daily Routine	0	Space
0	Active Learning	0	Time
0	Language	0	Feelings
0	Representation	0	Classroom Management
0	Classification	0	Team Planning
0	Seriation	0	Working with Parents

4. Number of children served by age range and handicapping condition:

   3 to 5 years old; 50 handicapped; 450 nonhandicapped

3	EMI	35	Speech/Language Impaired
___	TMI	___	Learning Disabled
1	Hearing Impaired	2	Orthopedically Impaired
1	Visually Impaired	7	Other: Developmentally delayed
1	Emotionally Impaired	___	Multiply Impaired

5. Improved service at existing site:

   More inservice training for teachers than would normally be available.

6. New services not previously supported:

REPLICATION SITE DESCRIPTION

First Year Site ___ Second Year Site X

Contact Person: Lula Trammell

Site Name: Delta Sigma Theta Preschool/Head Start

Address: 3742 King Blvd., Suite 200

City/State/Zip: Los Angeles CA 90008

Telephone: (212) 295-2601

1. Number of classrooms using model components:

   10 classrooms 1 sessions each day

2. Staff members:

   - Full-time classroom staff: 10 teachers 10 aides
   - Part-time support support staff:
     ___ teacher consultants/trainers
     ___ student teachers
     1 therapists--types: Speech
     ___ parents involved in classroom
     2 other: Health specialist, psychologist

3. Model components used with (*) or without (o) adaptation:

o	Room Arrangement	o	Number
o	Daily Routine	o	Space
o	Active Learning	o	Time
o	Language	o	Feelings
o	Representation	o	Classroom Management
o	Classification	o	Team Planning
o	Seriation	o	Working with Parents

4. Number of children served by age range and handicapping condition:

   3 to 5 years old; 37 handicapped; 150 nonhandicapped

1	EMI	12	Speech/Language Impaired
8	THI	___	Learning Disabled
2	Hearing Impaired	___	Orthopedically Impaired
2	Visually Impaired	___	Other:
3	Emotionally Impaired	9	Multiply Impaired

5. Improved service at existing site:

   o Incorporated teacher interaction into a total free-play time.
   o Planning changed from weekly to daily planning.
   o Workshops were planned to reflect the expressed needs of the teachers.

6. New services not previously supported:

   o More use of bilingual techniques to deal with the large population of bilingual children

REPLICATION SITE DESCRIPTION

First Year Site ___ Second Year Site x

Contact Person: Paula Alexander

Site Name: Jackson Intermediate School District

Address: Torrent Center, 1175 W Parnell

City/State/Zip: Jackson MI

Telephone: ( )

1. Number of classrooms using model components:

   3 classrooms 1 half-day sessions each day
   2 full-day

2. Staff members:

   • Full-time classroom staff: 5 teachers 5 aides

   • Part-time support support staff:
   ___ teacher consultants/trainers
   ___ student teachers
   2 therapists--types: speech
   ___ parents involved in classroom
   1 other: administrator

3. Model components used with (*) or without (o) adaptation:

o Room Arrangement	___ Number
o Daily Routine	___ Space
o Active Learning	___ Time
___ Language	o Feelings
___ Representation	o Classroom Management
___ Classification	o Team Planning
___ Seriation	___ Working with Parents

4. Number of children served by age range and handicapping condition:

   3 to 12 years old; 48 handicapped; 0 nonhandicapped

6 EMI	___ Speech/Language Impaired
6 TMI	___ Learning Disabled
___ Hearing Impaired	___ Orthopedically Impaired
___ Visually Impaired	36 Other: Developmentally Impaired
___ Emotionally Impaired	___ Multiply Impaired

5. Improved service at existing site:

   o More acceptance of cognitive-developmental approach, less emphasis on behavior modification.

6. New services not previously supported:

   o All staff got involved in the curriculum training after seeing the initial results in the demonstration classroom.

REPLICATION SITE DESCRIPTION

First Year Site ___ Second Year Site X

Contact Person: Amy Gambrel/Andy Dougles

Site Name: Youngstown Easter Seal Society Developmental Preschool Program

Address: 209 Edwards St.

City/State/Zip: Youngstown OH 44502

Telephone: (216) 743-1168

1. Number of classrooms using model components:

   4 classrooms 2 sessions each day

2. Staff members:

   • Full-time classroom staff: 4 teachers 4 aides

   • Part-time support support staff:
   - 2 teacher consultants/trainers
   - ___ student teachers
   - 10 therapists--types: 2 occupational, 5 speech, 3 physical
   - ___ parents involved in classroom
   - 1 other: Administrator

3. Model components used with (*) or without (o) adaptation:

o Room Arrangement	o Number
o Daily Routine	o Space
o Active Learning	o Time
o Language	o Feelings
o Representation	o Classroom Management
o Classification	o Team Planning
o Seriation	o Working with Parents

4. Number of children served by age range and handicapping condition:

   2 to 6 years old; 90 handicapped; 0 nonhandicapped

___ EMI	25 Speech/Language Impaired
___ TMI	17 Learning Disabled
25 Hearing Impaired	18 Orthopedically Impaired
___ Visually Impaired	5 Other: Neurological Disorder
___ Emotionally Impaired	___ Multiply Impaired

5. Improved service at existing site:
   - o Cooperative planning and teaching by all classroom and support staff
   - o Teachers made progress in individualizing and assessing children developmentally.

6. New services not previously supported:

REPLICATION SITE DESCRIPTION

First Year Site ___ Second Year Site X

Contact Person: Judith Wagner, Education Coordinator

Site Name: Office of Riverside County/Superintendent of Schools

Address: 3954 12th St.

City/State/Zip: Riverside CA 92502

Telephone: (714) 788-6613

1. Number of classrooms using model components:

   124 classrooms 1 sessions each day

2. Staff members:

   - Full-time classroom staff: ___ teachers ___ aides
   - Part-time support support staff:
     - ___ teacher consultants/trainers
     - ___ student teachers
     - 1 therapists--types: Speech/Occupational
     - Lots parents involved in classroom
     - 1 other: psychologist

3. Model components used with (*) or without (o) adaptation:

o Room Arrangement	o Number
o Daily Routine	o Space
o Active Learning	o Time
o Language	o Feelings
o Representation	o Classroom Management
o Classification	o Team Planning
o Seriation	o Working with Parents

4. Number of children served by age range and handicapping condition:

   3 to 5 years old; 142 handicapped; 1300 nonhandicapped

5 EMI	47 Speech/Language Impaired
2 TMI	27 Learning Disabled
4 Hearing Impaired	2 Orthopedically Impaired
6 Visually Impaired	18 Other: Health Impaired
17 Emotionally Impaired	14 Multiply Impaired

5. Improved service at existing site:
   - o More workshops for teachers implementing the curriculum that were designed to meet their expressed needs.
   - o Teachers are planning on a daily basis rather than weekly.

6. New services not previously supported:

REPLICATION SITE DESCRIPTION

First Year Site ___ Second Year Site X

Contact Person: Janice Onami

Site Name: Pace Head Start

Address: 1301 W. Washington Blvd.

City/State/Zip: Los Angeles CA 90006

Telephone: (213) 748-8431

1. Number of classrooms using model components:

   16 classrooms 2 sessions each day

2. Staff members:

   - Full-time classroom staff: 32 teachers 32 aides
   - Part-time support support staff:
     - ___ teacher consultants/trainers
     - ___ student teachers
     - 2 therapists--types: O.T., P.T., Speech
     - ___ parents involved in classroom
     - 4 other: Admin.

3. Model components used with (*) or without (o) adaptation:

o Room Arrangement	o Number
o Daily Routine	o Space
o Active Learning	o Time
o Language	o Feelings
o Representation	o Classroom Management
o Classification	o Team Planning
o Seriation	o Working with Parents

4. Number of children served by age range and handicapping condition:

   3 to 5 years old; 90 handicapped; 495 nonhandicapped

___ EMI	___ Speech/Language Impaired
___ TMI	___ Learning Disabled
___ Hearing Impaired	___ Orthopedically Impaired
___ Visually Impaired	___ Other:
___ Emotionally Impaired	___ Multiply Impaired

5. Improved service at existing site:

   Teachers are more enthusiastic after trying it out for a year and determining that the approach really works. They reported lots of gains in terms of language development and purposefulness of the children.

6. New services not previously supported:

Working with College/University Training Programs

College Programs Replication Model

There are presently six universities that offer training in the curriculum to students. The University of Missouri was a demonstration/replication site and continues to offer both seminars and practicum experiences to students. The Children's Center at the University of Wisconsin/Green Bay is directed by a former teacher from our Green Bay Day Nursery replication site and is implementing the model and mainstreaming handicapped children. The University of Wisconsin/Stevens Point has an Early Childhood: Exceptional Educational Needs Program for graduate students working toward a Master's degree in the field of preschool education. The coordinators of this program, Drs. Darvin and Marge Miller, provide seminars in the curriculum and encourage students to visit the central Wisconsin network of turn-key replication sites. St. Norbert's College in Green Bay has seminars focusing on the curriculum that are provided by Debb Roewer at our Green Bay site. The Child Development Laboratory at North Carolina A & T College in Greensboro has begun to train student teachers and is providing training for area Head Start staff and day care providers. North Hampton Area Community College is the newest addition to our training institutions. They will use the model in the school's child care services program and will train student teachers who do their practicums there.

The names, addresses, contact persons and telephone numbers of these university programs are listed below.

- University of Missouri
  Dept. of Child & Family Development
  Stanley Hall
  Columbia MO 65201
  Dr. Jean Ispa, 314/882-4035

- University of Wisconsin/Green Bay
  The Children's Center
  2420 Nicolat Dr.
  Green Bay WI 54301
  Pat Schoenbach, 414/465-2199

- University of Wisconsin/Stevens Pt.
  School of Education
  Stevens Point WI 54481
  Drs. Darvin & Marge Miller
  715/346-4667

- St. Norbert College
  Early Childhood Education Class
  De Pere WI 54115
  Sr. Mary Alyce Lack, 414/337-3181

- North Carolina A&T College
  Child Development Lab.
  Home Economics Dept.
  Benbow Hall, 312 Dudley St.
  Greensboro NC 27406
  Dr. Harold Mazyck, 919/924-7362

- North Hampton Area Comm. College
  Early Childhood Education Child Care Services
  3835 Green Pond Rd.
  Bethlehem PA 18017
  Dr. Anne Marie Briggs

IV. ADMINISTRATIVE SUMMARY

Project staff were encouraged by our overall increase in the number of handicapped children served by participants in our outreach activities. However, we did not reach our goal of ten replication sites, we were only able to get three sites to join our replication network.

One of our problems was the uncertainty of the second year of our proposed two year Outreach Model. Even though we assured two sites we were negotiating with that, we could continue to provide phone consultations even if we were no longer funded.

Overall, project activities progressed smoothly and with the exception of fewer sites than anticipated, we reached all of our goals.

We made a concerted effort this year to increase the number of handicapped children served, and we did. Interestingly, the corresponding number of participants is down. It is obvious that we were much more selective in the audiences that we chose for our introductory/awareness and training and teaching assistance conferences.

We are saddened that our Outreach activities have been terminated because our project has not been funded for 1984-85.

DAVID W. HORNBECK
STATE SUPERINTENDENT

SPECIAL EDUCATION TTY 659 2666*
VOC. REHABILITATION TTY 659 2252*
FOR DEAF ONLY

MARYLAND STATE DEPARTMENT OF EDUCATION
200 WEST BALTIMORE STREET
BALTIMORE, MARYLAND 21201-2595
(301) 659- 2498

July 24, 1984

Ms. Bettye McDonald
HIGH/SCOPE First Chance Outreach Project
600 North River Street
Ypsilanti, Michigan 48197

Dear Ms. McDonald:

Thank you for your recent participation in the Early Childhood Special Education Outreach Fair sponsored by The Johns Hopkins University in cooperation with the Maryland Department of Education, Division of Special Education.

The overall reaction to the Outreach Fair has been extremely positive. Your presentation of HIGH/SCOPE First Chance Outreach Project information contributed significantly to this perception as well as to the success of the total Fair.

At this point in time a final evaluation report is in the process of being completed. Technical assistance requests are also being compiled. I anticipate sending you a copy of the evaluation report for the 1984 Outreach Fair within the next month. In addition, I will include information related to specific technical assistance requests and the proposed plan for follow-up under next year's State Implementation Grant. I believe the recent successful effort clearly demonstrates the potential for increased collaboration between state departments of education and HCEEP Outreach projects.

We look forward to the possibility of holding an Outreach Fair during 1985, perhaps on an expanded basis. It certainly provides a forum for timely exchange of professional expertise and quality program practices.

Thank you again for your participation in and contribution to this activity.

Sincerely,

Nancy Vorobey

Nancy Vorobey
SIG Assistant Project Coordinator
Division of Special Education

NV/jec

Easter Seal Society

. . . . serving disabled Children and Adults in Mahoning, Trumbull and Columbiana Counties

Main Office: J. FORD CRANDALL REHABILITATION CENTER
299 Edwards Street • Youngstown, Ohio 44502 • (216) 743-1168

ANDREW DOUGLAS
Executive Director

JOSEPH A. ABRAM, M.D.
Medical Director of
Pediatric Services

ROBERT J. CUTTICA, M.D.
Medical Director of
Adult Services

•

Accredited By The Commission on Accreditation of Rehabilitation Facilities

Certified As A Comprehensive Outpatient Rehabilitation Facility

•

Easter Seal locations:

MAHONING COUNTY
299 Edwards Street
Youngstown, Ohio 44502
(216) 743-1168

TRUMBULL COUNTY
6060 Village Center Mall
Niles, Ohio 44446
(216) 652-7575

COLUMBIANA COUNTY
40722 State Route 154
Lisbon, Ohio 44432
(216) 424-9573

March 19, 1984

Bettye W. McDonald
Outreach Coordinator
Highscope Educational Research Foundation
600 North River Street
Ypsilanti, Michigan 48197

Dear Ms. McDonald:

The J. Ford Crandall Rehabilitation Center is an outpatient facility providing rehabilitation services to children and adults. As a result of onsight supervision and consultation from the Highscope Educational Research Foundation we have been able to incorporate many of the elements of the cognitively oriented cirriculum in our diagnositc therapy groups. It is our feeling that our professional staff, children, and parents have all benefited equally from this particular cirriculum model. We look forward to continued work with you in an effort to provide high quality programs to the disabled children in our area.

Sincerely,

Amy Gambrel
Director of Children's Programs

AG/ac

Jackson County Intermediate
School District

Lyle A. Torrant Center

1175 West Parnall Road
Jackson, MI 49202-1693
(517) 787-8910

February 16, 1984

Bettye McDonald, Institute Coordinator
High/Scope Educational Research Foundation
600 North River Street
Ypsilanti, MI 48197

Dear Bettye,

I want you to know that we consider ourselves to be extremely fortunate to have been part of the High/Scope outreach program. It is very difficult to implement new teaching philosophy and methods just by reading from a book. Your week long teaching institutes, demonstration classrooms and consultants have all provided quality information and technical help. As our nation moves toward excellence in education, please be sure that you have contributed to this goal in a real sense as it relates to us at Torrant Center.

Thank you for sharing with us and helping us to improve our teaching strategies.

Sincerely,

Paula Alexander

Paula Alexander
Supervisor of Instructional Services

PA/kw

High/Scope Educational Research Foundation

600 North River Street
Ypsilanti, Michigan 48197
(313) 485-2000

David P. Weikart, Ph.D.
President

LETTER OF AGREEMENT FOR INSERVICE TRAINING
PROVIDED BY
THE HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION

The High/Scope Educational Research Foundation of Ypsilanti, Michigan (hereafter referred to as High/Scope) and St. Cloud Public Schools of St. Cloud, Minnesota enter into the following agreement on this 28th day of April, 1983.

Purpose of Agreement

The Host Program is desirous of entering into an agreement with High/Scope to provide a one-day conference through the First Chance Outreach Project. The conference will be given in St. Cloud, Minnesota on June 2, 1983.

The general purpose of the one-day conference is to provide awareness information to conference participants for implementing the High/Scope Cognitively Oriented Preschool Curriculum with moderately handicapped preschoolers in an educational setting.

High/Scope will provide the following:

1. One day of an awareness workshop on using the High/Scope Cognitively Oriented Preschool Curriculum with moderately handicapped preschool children for conference participants on June 2nd, 1983.

2. Curriculum materials distributed to the participants at the awareness session.

3. Media (videotapes, films, filmstrips) used during the conference.

The Host Program will provide the following:

1. Media equipment (videotape deck and monitor, 16mm film projector, projection screen, or audio recorder cassette player) and instructional aides (blackboard or paper easel) as required by the High/Scope consultant.

2. Arrangements for physical facility suitable for workshops and discussions as requested by the High/Scope consultant.

3. Arrangements for transportation of the High/Scope consultant to and from the local airport and between the motel and workshop site as needed.

4. Arrangements for hotel accommodations for the High/Scope consultant as needed.

Costs of Services

High/Scope will assume the first $250.00 of expenses including travel--surface and air, lodging and per diem. St. Cloud Public Schools will assume responsibility for all costs over $250.00.

Signatures

By: Bettye W. McDonald
Bettye W. McDonald
Outreach Coordinator

By: Charles R. Wallgren
Charles R. Wallgren
Executive Vice President

For High/Scope Educational Research Foundation, Ypsilanti, Michigan

On: April 29 1983
(date)

By: DISTRICT #742 COMMUNITY SCHOOLS

By: [signature]

For St. Cloud Public Schools, St. Cloud, Minnesota*

On: May 12, 1983
(date)

* Total cost to the District not to exceed $500.00

High/Scope Educational Research Foundation

600 North River Street
Ypsilanti, Michigan 48197
(313) 485-2000

David P. Weikart, Ph.D.
President

LETTER OF AGREEMENT
TWO DAY OUTREACH PRESENTATION

The High/Scope Educational Research Foundation of Ypsilanti, Michigan (hereafter referred to as High/Scope) and the Kalamazoo Head Start program of Kalamazoo, MI enter into the following agreement on this 9th day of February, 1983.

Purpose of Agreement. Kalamazoo Head Start is desirous of entering into an agreement with High/Scope to provide a two-day conference through the First Chance Outreach Project. The conference will be held in Kalamazoo, Michigan on April 14 and 15, 1983. The general purposes of the two-day conference are to:

- conduct a needs assessment and evaluation of the educational program based on a developmental framework;
- provide technical assistance in designing and implementing an inservice staff training program;
- provide inservice training in implementing the High/Scope Cognitively Oriented Preschool Curriculum; and
- provide inservice training for working with moderately handicapped preschoolers in an educational setting.

High/Scope will provide the following:

1. One day of technical assistance on April 14, 1983.

   - The High/Scope consultant will observe and will initiate a follow-up discussion with the classroom staff.

   - The High/Scope consultant will meet with administrators and curriculum development staff to discuss inservice training needs and the possibility of High/Scope providing future inservice training.

   - The High/Scope consultant will provide a written report of these discussions to Ms. Edie Lund, Education Director following the visit.

2. One day of inservice staff training on using the High/Scope Cognitively Oriented Preschool Curriculum with moderately handicapped preschool children for the staff and their invited guests from other preschool programs on April 15, 1983.

3. Curriculum materials used by participants at the full-day workshop and during classroom observation.

4. Media (videotapes, films, filmstrips) as requested by consultant.

Kalamazoo Head Start will provide the following:

1. Media equipment (videotape deck and monitor, 16mm film projector, projection screen or audio recorder cassette player) and instructional aides (blackboard or paper easel) as requested by consultant.

2. Arrangements for physical facility suitable for workshops and discussions as requested by consultant.

3. Arrangements for transportation of consultant to and from the local airport and between the motel and workshop site as needed.

4. Arrangements for hotel accommodations for the consultant as needed.

5. Arrangements for release time for classroom staff to attend the full-day workshop.

6. Arrangements for the High/Scope consultant to meet with a group of the appropriate administrators and educational supervisors during the technical assistance session the afternoon of April 14, 1983.

Costs of Services:

- High/Scope will assume the consultant's fee and the first $250.00 of expenses for air and ground transportation, lodging and per diem.

Signatures:

By: Bettye W. McDonald
Bettye W. McDonald
Outreach Coordinator

By: Charles R. Wallgren
Charles R. Wallgren
Executive Vice President

For High/Scope Educational Research Foundation

On: February 9, 1983
date

By: Patty Siraz

By: _____

For Kalamazoo Head Start, Kalamazoo, Michigan

On: February 14, 1983
date

HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION
Visitor's Evaluation

1. What did you like most about the High/Scope curriculum framework and about the school?

2. Are there aspects of our school program you have questions or reservations about? What are they?

High/Scope
Educational
Research
Foundation

INFORMATION FOR VISITORS

SOME QUESTIONS AND ANSWERS

High/Scope Educational Research Foundation
600 North River Street
Ypsilanti, Michigan 48197

David P. Weikart, Ph.D.
President

Visits to the High/Scope Foundation classrooms are regularly scheduled during the first full week of each month (October through May). Contact the Foundation (313) 485-2000 for specific details and arrangements.

WHAT IS THE PURPOSE OF THE HIGH/SCOPE STAFF TRAINING AND CURRICULUM DEVELOPMENT CENTER?

The preschool and kindergarten classes of the High/Scope Training and Curriculum Development Center (the High/Scope "School") serve the following functions:

- the "workbench" setting in which the Cognitively Oriented Curriculum continually undergoes development and evaluation.

- the setting for training Foundation staff and others in the principles and methods of the Cognitively Oriented Curriculum.

- the location for audiovisual productions illustrating the Curriculum.

- a demonstration facility for students, educators, and policy makers illustrating the implementation of the High/Scope Cognitively Oriented Curriculum with a diverse group of children.

HOW IS THE HIGH/SCOPE SCHOOL FUNDED?

Funds for the school and the Foundation's outreach activities come from tuition fees, contributions to the Foundation Scholarship Fund, and training and technical assistance contracts with local school districts and other education agencies. A gift from the Bagley Foundation was used to purchase the buildings at 206 Forest and to remodel the space used as the preschool and kindergarten classroom at this facility.

WHO ARE THE CHILDREN AND HOW ARE THEY SELECTED?

Enrollment is based on applications by parents. Children with special needs may also be referred to the preschool by community agencies or school districts.

Each year there are approximately 17-18 children in both the preschool and kindergarten classes. Children range in age from 2 1/2 to 6.

The students are a heterogeneous group drawn from all socio-economic and ethnic groups in the Ypsilanti area. They include gifted children and handicapped children. Some of the preschool children have special needs of the kind that would make them eligible for public school services under the Michigan Mandatory Special Education Act. These handicapping conditions include physical and intellectual impairment, speech, vision, or hearing impairments, and emotional disturbances.

WHAT ARE THE TUITION FEES?

Scholarships are available for both preschool and kindergarten children. Financial aid information and applications can be obtained from the Foundation.

Maximum fees are:

Preschool:

$1,000.00/year, 1/2 day 5 mornings per week

Kindergarten:

$1,000.00/year, 1/2 day 5 afternoons per week

The school year basically tracks the Ypsilanti Public Schools calendar in terms of starting, holiday and closing dates.

WHO ARE THE STAFF OF THE HIGH/SCOPE SCHOOL?

Preschool:

Donna McClelland, Teacher
B.S., Eastern Michigan University;
Graduate Studies, Eastern Michigan University,
School of Special Education

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ARE PARENTS INVOLVED IN THE SCHOOL PROGRAM?

Parents are encouraged to visit the classroom as observers or to participate as teacher assistants. Regular parent group meetings are held. Parents are also invited to participate in training workshops and meet with teachers in individual school conferences or educationally focused home visits.

WHAT IS THE HIGH/SCOPE COGNITIVELY ORIENTED CURRICULUM?

The Cognitively Oriented Curriculum is a framework for education in which children are active, both physically and mentally, in which they plan and make decisions, in which they develop abilities to seek out and organize information on their own. It is a framework for the education of creative and independent minds--education that "teaches" the process of active learning.

The curriculum outlines a set of "key experiences" that are essential to intellectual growth for each stage of development. The teacher deliberately and systematically helps children predict and anticipate, observe, describe and compare, explain, manipulate, test, explore, hypothesize, find alternative strategies. The teacher's job is to help children incorporate these processes into whatever they are doing.

Teaching must build upon--not direct or control--the thoughts and actions of children. Learning in a cognitively oriented classroom occurs when children become intensely involved in activities or projects of their own design. Teaching in a cognitively oriented classroom means insuring that such activity (work chosen and organized by children) takes place and insuring that this activity encourages thinking and reasoning.

Each child decides daily what he wants to do. The teacher helps him develop a plan as completely as he is able. He is helped to break down the task into manageable pieces to define a sequence of steps to identify the necessary materials or equipment. A young child's plan is seen as a commitment to a certain activity which the teacher then supports. Over time, the child is helped to increase the complexity and range of his plan and to increase his ability to conceptualize, or think about his decisions before he acts.

Long-term interests and involvements are supported, encouraged, and valued. Children develop the ability to set goals and carry them out, to work independently and in groups. To understand the process by which things get done, children exercise these skills daily. The child's plan provides the format for teaching. It's the springboard for questioning, suggesting, posing problems. The teacher helps the child reflect upon what he is doing, make observations, notice relations, define problems or ask questions.

The High/Scope model, through years of field testing, has combined a unified educational theory with practical classroom experience. Teachers understand the thinking and reasoning processes characteristic of young children; they plan activities that support emerging skills; they recognize and work within individual child differences. Children participate in a daily process of planning, doing, and reviewing that sharpens decision-making skills; they learn through active experience with people, places, and things.

Computers have been added to the classroom and are valuable for the purpose of developing creative and independent learners. Through the use of computers, children gain new and useful skills for an emerging world-wide technological society. With carefully selected and appropriate programs, the computers assist the teacher in providing activities for developing not only thinking and reasoning skills in children, but academic skills as well.

In a variety of educational settings, in classrooms with diverse populations of children and adults, in both urban and rural communities, teachers, administrators and parents have found the Cognitively Oriented Curriculum an effective framework for teaching and learning.

WHAT IS THE CLASSROOM ROUTINE?

There are four principles that underlie the daily routine in the High/Scope Cognitively Oriented Curriculum:

1. The daily routine is designed to provide consistency. A consistent routine provides direction for the children and helps them develop internal controls.

2. The daily routine is focused first on the child's need for active involvement and decision-making and second on the teacher's need for an orderly setting in which to teach.

3. The daily routine provides a mechanism through which children become responsible for creating the materials and activities for their own learning.

4. The daily routine provides for a variety of interactions among children and adults. Time is provided for the child to work alone, individually with the teacher, in small groups, and in large groups and with other children.

DESCRIPTION OF PRESCHOOL ROUTINE

Planning Time

During planning time the children decide for themselves what they are going to do first during work time. The children, with the teacher's assistance, decide what materials they will need and how to go about the work they have set for themselves. A teacher may write down the child's plan as an aid to remembering the plan, in order to effectively interact and recall with the child during work time. Teachers plan with children in a variety of ways which are appropriate to the child's needs and developmental level.

Work Time

During work time the children carry out their initial plans for projects and activities. With the assistance and support of adults and other children, a child may build with wood in the construction area, paint pictures or use modeling clay in the art area, use the dress-up clothes and play "house" in the house area, read books or work with puzzles in the quiet area, or build roads, bridges or other structures in the block area.

For three- and four-year-olds the process of planning continues throughout work time. Some children may be able to sustain play for thirty minutes whereas others have completed their initial plan after ten minutes and are ready to do something else; the planning process is used again at this point.

Clean-up

At clean-up time the children are expected to return materials and equipment to their places and store their uncompleted projects. The process of cleaning up not only restores order to the classroom but provides a learning situation for children as well. They learn where items belong and why certain items are stored together.

Small Group Time

The children are divided into small groups for snacks, reviewing the day's work, and engaging in an activity which is usually planned by the teachers. The teachers provide experiences which introduce concepts, materials and activities. These teacher-initiated experiences expand the possibilities for children's work and may provide specific skills needed for projects children have undertaken (cutting, pasting, taping). In addition, small group time provides a time for teachers to carefully observe each child's abilities, growth, and interests.

Circle Time

This portion of the schedule involves a review of the day and other activities such as circle games, stories, music and movement activities, etc. This is a time when all the children are involved in an organized activity.

Outside Time

The children participate in physical activity during this period. Outdoor equipment such as balls, swings, slides are used freely by the children while the adults continue to talk with and work with the children.

DESCRIPTION OF THE KINDERGARTEN ROUTINE

The kindergarten classroom routine is similar to the previously described preschool routine with the following additions:

Representation and Evaluation

Children represent their work time experiences by making models or pictures and by dictating or writing stories.

Then the children evaluate the work with the teacher by presenting their models or pictures or reading their stories to a small group of children. They answer questions from the other children and the teacher about what they have accomplished.

Language Group Time

Reading, writing and related language skills are presented during this small group time. Children spend time reading on their own, to each other, or listening to stories read by the adult. Children also engage in activities that help them develop reading and writing skills. Writing experience stories, writing letters to other children, relatives, etc., and alphabet/word recognition are examples of reading and writing activities that are presented.

DAILY SCHEDULE--PRESCHOOL

8:30 - 8:45	Gathering/Story
8:45 - 9:00	Planning
9:00 - 10:00	Work Time
10:00 - 10:15	Clean-up
10:15 - 10:45	Recall, Snack, Small Group
10:45 - 11:10	Circle Time
11:10 - 11:30	Outside Activity

DAILY SCHEDULE--KINDERGARTEN

12:30 - 12:50	Language Small Group Time
12:50 - 1:10	Planning
1:10 - 2:00	Work Time
2:00 - 2:05	Clean-up
2:05 - 2:40	Representation/Evaluation Time
2:40 - 2:50	Snack Time
2:50 - 3:10	Small Group Time
3:10 - 3:30	Circle/Outside Time

Goals of the Foundation

The High/Scope Educational Research Foundation is an independent, non-profit organization with headquarters in Ypsilanti, Michigan. The Foundation's principal goal is to develop and disseminate practical alternatives to the traditional ways of educating children and training teachers.

Under the leadership of David P. Weikart, the Foundation has developed the Cognitively Oriented Curriculum for infancy through the early adolescent years; operates preschool and elementary demonstration classrooms and a summer workshop for teenagers; conducts professional conferences, workshops, and seminars for the training of adults in the field of education; carries out evaluative research on educational programs; operates a graduate-level training program in education and human development; and produces audio-visual and print materials for educators, parents and others who train and care for young children.

High/Scope
Educational Research Foundation

600 North River Street
Ypsilanti, Michigan 48197
(313) 485-2000

SITE OBSERVATION REPORT

PROGRAM/AGENCY _____

ADDRESS _____

_____

CONTACT PERSON _____

PROFESSIONAL TITLE _____

DATE OF VISIT _____

CONSULTANT _____

I. ORGANIZATIONAL STRUCTURE

A. ADMINISTRATIVE ORGANIZATION
B. INTERNAL/STAFF ORGANIZATION

II. SERVICES PROVIDED TO CHILDREN AND PARENTS

III. CURRICULUM

IV. STAFF TRAINING AND DEVELOPMENT

V. SUMMARY -- PROGRAM'S INTEREST IN TRAINING

VI. RECOMMENDATIONS FOR INSERVICE TRAINING

A. TYPE OF TRAINING APPROPRIATE

B. PREREQUISITES FOR OUTREACH REPLICATION STATUS.

I. ORGANIZATIONAL STRUCTURE

A. ADMINISTRATIVE ORGANIZATION

1. Is site an integral part of an establish agency? (CAA or other umbrella agency) ____ ____

- name of agency _____
- address _____

_____

- administrative director _____

2. Does site have a productive relationship with the umbrella agency? ____ ____

- What is the role of site in the umbrella agency?

- What is the quality of the relationship to the umbrella agency?

3. Is the site a well established program? ____ ____

- When was program established? _____
- Has it been in continuous operation since it was begun? _____ (explain)

- Does site expect to continue same level of operation and service next year?

4. Does the site have an adequate funding source? _____ _____

- source(s) of funding

- how are funds administered? (through whom?)

- term/cycle of funding:

- expectations of ongoing funding:

5. Does site have an administrative support system? _____ _____

- draw a table of organization below (or on back) listing professional titles and names of persons who fill those positions:

B. Internal/Staff Organization

1. Are classrooms adequately staffed? ____ ____

   - number of classrooms _____
   - are there different centers in which classrooms are located? _____
   - number of children per classroom _____
   - number of adults and their roles per classroom

2. Do teachers and paraprofessionals/assistants share responsibility for interacting with children? ____ ____

   - describe working relationship between teachers and paraprofessionals:

3. Is sufficient time allotted for daily staff planning and evaluation? ____ ____

   - when does this occur?

4. Is there someone on staff who could serve as Curriculum Assistant? ____ ____

   - who would this be?
   - describe the amount of time the person would have to devote to C.A. duties

II. Services Provided to Children and Parents

1. Are services for children's special needs coordinated and provided for within the program? ____ ____

   • describe those services and who is responsible for them: how are they delivered to children?

2. Does the program actively recruit special needs children? ____ ____

   • who is responsible for recruitment and how is it done?

   • describe the placement options available in the community for identified children.

3. Are parents involved in the program in a variety of coordinated ways that allow them choice and flexibility? ____ ____

   • describe the different ways parents participate in the program, and who is responsible for this aspect of the program:

4. Do parents of special needs children receive coordinated support services? ____ ____

   • describe these services and who is responsible:

5. Does the program serve at least 10% special needs children? ____ ____

   - describe children served on attached form
   - **What is the program's attitude toward mainstreaming? What does it mean to them? What do they do in terms of mainstreaming?**

III. Curriculum

1. Do the classrooms follow consistent daily routines from day to day? ____ ____

   - describe or include an example of the routines

2. Do the classrooms have organized and apparently well-thought out room arrangements? ____ ____

   - give examples of ways rooms are arranged:

3. Are staff concerned with providing children with choices and encouraging their decision-making? ____ ____

   - what are some of the ways this is done?

4. Does the curriculum encourage both teacher and paraprofessional input in daily planning and evaluation? ____ ____

   - give examples:

CHILDREN

How many classrooms?	
Of these, how many mainstream handicapped children?	
How many children do you serve?	
Of these, how many are handicapped?	

Please indicate as accurately as you can, the number of children you serve who fall into the following categories. Count multihandicapped children only once, by primary handicap, and indicate the number of multihandicapped children in line k.

TYPE OF HANDICAP	NUMBER OF HANDICAPPED SERVED BY AGE			
	Ages 0-2	Ages 3-5	Ages 6-9	Ages 10+
a. Trainable (severely mentally retarded)				
b. Educable mentally retarded				
c. Specific learning disabilities				
d. Hearing impaired				
e. Visually handicapped				
f. Deaf and blind				
g. Seriously emotionally disturbed				
h. Speech/language impaired				
i. Crippled				
j. Other health impaired				
k. Multihandicapped				
l. Non-categorical handicapped				

IV. Staff Training and Development

1. a. Is the staff currently involved in an in-service training program? ____ ____

   • describe the program, who is involved, and who is responsible for training:

   b. If the answer to #1 is "yes," is the current training compatible in philosophy with High/Scope inservice training? ____ ____

   • explain why or why not:

2. Does the staff have an open attitude toward receiving inservice training? ____ ____

   • what evidence leads you to that judgement?

3. Is there sufficient release time (at least one full day per month) available for workshop participation for all classroom and related administrative staff? ____ ____

   • how and when is this scheduled?

4. Is time available (at least 1 hour) for a consultant to give teaching teams feedback after classroom observation? ____ ____

   - how and when is this scheduled?

V. Summary

From your perceptions, is the program genuinely interested in using the Cognitively Oriented Curriculum? ____ ____

- describe the general reception you received, and your perception of the interest at all levels in the program and umbrella agency in possible High/Scope inservice training.

VI. Recommendations

1. Would you recommend this site to receive High/ Scope inservice training? ____ ____

2. If so, what amount and type of training do you think would be appropriate? (40 days on-site for total staff; training of demonstration classroom and/or local trainer; self-training through media rentals; etc.) Why?

3. Are there any prerequisites the program should meet before being considered as an Outreach replication site?

CHILD OBSERVATION RECORD
ADMINISTRATOR'S GUIDE

This guide contains background information pertinent to understanding the assets and limitations of the Child Observation Record (COR) and to planning optimal use of the instrument.

USES OF COR RESULTS

The most typical reasons for conducting educational assessment are to evaluate the program and to evaluate the student within the program.

Evaluating the Program

When the focus is determining whether the program is operating in the expected way, what is important is the degree of improvement of the class as a whole rather than the improvement of each child examined separately. Accordingly, COR results should be aggregated across individual children for each item that is in use. What is of real concern is the comparison of the average rating of the class in the Fall versus the average rating of the class in the Spring[1].

This procedure has the advantage of focusing responsibility for outcomes upon program staff rather than the students. If the expected gains are not obtained, the conclusion should be that one or more important program elements were not delivered appropriately. This type of finding should prompt an examination of the curriculum process. In addition, the class average for each COR item is likely to be a more reliable indicator than is the rating obtained by each individual. This is so because chance

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[1] If tests of statistical significance are carried out, the variation of ratings in the Spring and Fall also must be completed.

factors and rating errors will lead to cases in which some individuals are rated too high and others are rated too low. Because the operation of taking the average rating combines these over-and under-ratings, they balance each other.

Evaluating the Student

When the focus of any type of educational assessment is upon the student, teaching staff run the risk of forming a "self-fulfilling prophecy" by attributing the level of a child's performance to an enduring characteristic of the child's make-up. To illustrate, if a child is rated very low in all areas of social development, teachers might label the child as "antisocial," "hostile," or "withdrawn." This should be avoided because these labels bias the teacher's expectations and prevent optimal daily planning and evaluation. When the COR is used, this type of labeling is minimized because of the kinds of items that it contains and the way these fit with the Cognitively Oriented Curriculum. The COR items describe broadly generalizable skills that are organized along a developmental continuum. In most cases, children will be strongly motivated to exercise and extend the capacities corresponding to their rating levels on the COR, and educators seeking to implement the Cognitively Oriented Curriculum will utilize the COR to help build upon children's strengths rather than redress their defects.

DRAWING INFERENCES FROM COR RESULTS

There are two major issues to be concerned about if you wish to correctly interpret COR results. The first issue is the way in which COR reference points are selected, and the second is the level of consistency in the process used by teachers to complete the ratings.

Setting Reference Points

Each new month of living during the early childhood years represents a relatively large portion of the child's cumulative life span. Physical maturation is an ongoing process and daily living provides opportunities for new and significant experiences. For each of these reasons, almost all children without serious handicaps will show progress on any test or observational system between the fall and spring for ages 2-6. Learning only that children's performances have improved does not answer important questions such as these:

> Have the children in this program progressed more than they would have had they not been in the program?
>
> Is the child's rate of progress the same or higher at the end of the year as it was at the beginning?

Answering questions such as these requires the use of reference points to assess the extent of child progress.

One commonly employed reference point is the score of a norm group composed of children as much as possible like the children in the program of interest with respect to background variables such as age, gender, parents' occupations, and so forth. For example, suppose that the average score for all 4 year old children in a community (i.e., the norm group) in September for the SOCIAL EMOTIONAL DEVELOPMENT item of the COR is 4 and in May the average score is 7. If the average scores for children in a preschool program in this community are 3 and 8, for September and May, then there is good reason to suppose that the program is responsible for social emotional growth over and above the level attributable to maturation and general experience.

Another frequently used type of reference point is the criterion score. In this case, children's progress in each area of development is compared with a preset standard of performance. For example, the staff at a preschool may decide that they wish each 4 year old child to obtain a score of at least 6 on the SOCIAL EMOTIONAL COR item by the end of the year. This score would be a reference point with respect to which the successfulness of the program could be assessed. Many educators favor criterion referenced standards over norm-referenced standards because they would prefer to avoid comparing individual children with their peers. Actually, this preference lies more in the point of view concerning how test results should be used than it does in a genuine difference between norm-referenced and criterion-referenced procedures. Whatever criteria people select, there is a need to be able to justify these as reasonable and norm-referenced data is necessary to accomplish this. To illustrate, consider the example above. In this example, the staff from one preschool have set a score of 6 as a criterion. But suppose the community-wide norm is 7. In this case, we would expect children to surpass a score of 6 whether or not they have attended preschool. Accordingly, the use of 6 as a criterion is open to criticism.

Our recommendation is for local communities to develop their own norms and use these to establish reasonable criterion-referenced expectations for the COR. For staff members of a single program, an approximation to this can be accomplished by maintaining beginning of year and end of year records

of COF results using a form such as the one shown in Figure [illegible]. The recording of the score and other distinctive information pertaining to the child makes it possible to use these records in subsequent years to set criterion levels. For instance, over several years, a single preschool may accommodate 15 children who are female, white, and whose parents' income level is "uppermiddle." If these children gain an average of 3 points from beginning to end of year on a COF item, then this as standard for the amount of progress that should be expected. (If confidentiality is important, it is not necessary to use children's actual names. Any type of coding scheme is permissable as long as it is possible to group together all scores belonging to the same children. To accomplish this, code numbers can be associated with the name of each child.

- Figure 1 -

A Sample Record Keeping Cover Sheet for COR Results

NAME OR ID #	AGE IN YEARS AND MONTHS	GENDER	ETHNICITY	# OF SIBLINGS	PARENTS' OCCUPATIONS: MOTHER / FATHER	HANDICAPPING CONDITIONS (if any)	OTHER PERTINENT DETAILS	DATE OF ASSESSMENT
								73
72								

Developing a Central Data Base

The High/Scope Foundation is very interested in developing a central data base for COR results. To make this possible, we would appreciate receiving duplicates of all COR records maintained at local sites.

TECHNICAL SPECIFICATIONS: RELIABILITY AND VALIDITY

It is mandatory for any reputable assessment instrument to demonstrate acceptable levels of validity and reliability. These two terms are complementary, like the twins sides of the same coin. If an instrument is reliable, its results are trustworthy in the sense that one feels safe in predicting that the same children would receive similar scores if the assessments were made on different occasions or were conducted by different individuals. Validity information gives some indication of how accurately the instruments predicts performance across the domain that we think it measures. For example, suppose one child has a very high COR rating in Representation Through Art Media. Can we assume that this high level of performance would carry-over to concurrent representation activities outside of the classroom or to future representation tasks in elementary school?

Studies of COR reliability and validity were conducted within the context of a demonstration project funded by the Bureau of Education for the Handicapped. The study focused upon two classrooms of preschool children over two successive years. Approximately 32 children (16 in each classroom) were involved each year. The students were about equally divided with respect to income level (low and middle) and ethnicity (black and white, primarily). In each classroom approximately one third of the children had a handicapping condition--most of the handicaps were in the moderate range of severity. The relatively small sample of children studied permitted intensive data gathering for each child. Generally speaking, significant statistical levels are more likely to be achieved the larger the sample size. Therefore, finding significant results in studies with small samples such as these is a very strong indication that the results are generalizable to other groups of students.

In these studies, an earlier version of the COR was used. This version had 15 items, and the titles of these are shown in Table 1.

Reliability Results

We have investigated the reliability of the COR by examining the consistency of ratings between two teachers in the same classroom. We have found that it is very important for teachers who are using the COR for the first time to engage in discussions after they have independently rated the same children with the COR. These discussions tend to reveal differences of interpretation that need to be resolved and they also help teachers appreciate the importance of basing COR ratings upon written records maintained during the observation period. The results for one classroom are shown in Table 1. The pattern of results shown here is very similar to the pattern obtained in other classrooms.

Table shows our estimates of reliability. The agreement or consistency between raters divided by the maximum number of points possible for each item helps one compare the amount of disagreement across the items. For some of the COR items, both teachers do not have an equivalent opportunity to observe a given child, so it is not reasonable to expect high interteacher consistency. For example, because the recall process usually occurs during small group time, only one teacher has a daily opportunity to estimate the child's capacity for recall. It is for these items that interteacher reliability is lowest. All in all, considering this issue as well as the small sample size, we would say that the levels of interteacher reliability are satisfactory.

Another important aspect of reliability is the consistency of ratings over time. To investigate this, comparisons usually are made between sets of ratings spaced several weeks apart. When a longer interval is used, it is impossible to separate divergences due to rating error from those due to genuine changes among the children in the group being rated. Given the logistics of our demonstration projects however, we were limited to the comparison of beginning-of-year with mid-year ratings. Even so, the resulting correlations were high--for 11 of 15 items the correlations were statistically significant at the .05 level or higher.

Table 1

Child Observation Record

Estimates of Reliability

AM Session (2 ratings for 10 children)

Item No.	Item Description	Mean Discrepancy Between Raters	Mean Discrepancy Divided by Maximum Score	Product Moment Correlation	Paired t-test Significant at $p < .05$?
1.	Complexity of Plan	0.70	.12	.84**	No
2.	Following Initial Plan	0.40	.08	.71*	No
3.	Long-Term Projects	0.00	.00	1.00**	No
4.	Problem-Solving with Materials	0.50	.12	.78**	No
5.	Focused Activity	0.20	.07	.57	No
6.	Spontaneous Representation Using Materials	1.00	.17	.82**	No
7.	Spontaneous Representation in Dramatic Play	1.80	.26	.53	No
8.	Recall without Objects Present	0.70	.10	.53	No
9.	Representation Through Art Media	1.10	.10	.74*	Yes
10.	Social Adjustment and Autonomy	3.10	.16	.60	No
11.	Peer Interaction	0.30	.10	.67*	No
12.	Pride in Work	0.00	.00	1.00**	No
13.	Writing	1.10	.16	.83**	No
14.	Reading	0.50	.10	.44	No
15.	Verbal Communication Skill	0.50	.08	.50	No

* $p < .05$

** $p < .01$

Validity Results

If an instrument is valid, it will predict accurately students' performance levels within the domain that it is supposed to measure. The first question to answer about validity is a judgemental one--do the items themselves seem to tap key behaviors? In the case of the COR, the answer to this question is affirmative. The COR was developed because other available tests generally ignore areas of development that are important within the Cognitively Oriented Curriculum. For this reason, the COR observational categories are closely related to these areas of development.

Another relevant question regarding the validity of the COR is how closely performance on the COR is associated with other early childhood benchmarks. Despite the many drawbacks of aptitude and intelligence tests, it is true that children who do well on these tests during the preschool years are likely to succeed subsequently in the world of school and the world of work. For this reason, we examined correlations between the COR and a widely used aptitude test, the McCarthy Scales of Children's Abilities (MSCA). Table 2 shows the resulting pattern of correlations. For some of the COR items, the correlations are very high. This suggests that COR performance is a good predictor of the abilities necessary for successful functioning in school. The fact that other COR items are not strongly correlated with the MSCA indicates that the COR does assess areas of functioning that are untapped by traditional tests.

Table 2

Child Observation Record

Spring COR Items Correlated With the MSCA Posttest General Cognitive Scores

Item No.	Item Description	n	GC Raw	GC Scale
1.	Complexity of Plan	27	.45*	.14
2.	Following Initial Plan	27	.26	.19
3.	Long-Term Projects	27	a	a
4.	Problem-Solving with Materials	27	.31	.21
5.	Focused Activity	27	.16	.38*
6.	Spontaneous Representation Using Materials	27	.63***	.29
7.	Spontaneous Representation in Dramatic Play	27	.54	.20
8.	Recall Without Objects Present	27	.70***	.39*
9.	Representation through Art Media	27	.72***	.23
10.	Social Adjustment & Autonomy	27	.56**	.38*
11.	Peer Interaction	27	.41*	.45*
12.	Pride in Work	27	.22	.30
13.	Writing	27	.45*	.25
14.	Reading	27	.60**	.49*
15.	Verbal Communication Skill	27	.65***	.24

* $p < .05$
** $p < .01$
*** $p < .001$

CHILD OBSERVATION RECORD MANUAL
Preschool - Kindergarten

Recommendations for Completing the Form

Please read through the Child Observation Record Administrator's Guide, the COR itself, and this manual before beginning your observations. Each observation period refers to a time period of five consecutive days in school. In other words, each time a teacher completes the COR for a child, that observation will refer to a five-day period.

Definitions

For some items, the teacher is asked to check "the highest level of behavior that is characteristic." In this case, the term "characteristic" means that the behavior occurred at least three of the five days during the observation period. Some other items ask the teacher to check the level that is most typical of the child's behavior during the observation period. In this case, the phrase "most typical" refers to the level of behavior at which the child most often operates.

For each of the items grouped under the headings social-emotional development and reading, writing, time and space, and logical reasoning the direction is to circle all responses that apply. In each of these cases, the total score is the number of descriptions that are circled. For example, if descriptions 4, 5 and 6 under "representing spatial relations" are circled the total score would be 3.

Evidence for the child's level of behavior may be drawn only from what one of the classroom teachers has personally observed. While it may be important for the teacher's child planning to know that the child behaves differently at home than at school, the COR refers only to behaviors observed by the teacher.

Explanation of Observation Categories:

PLANNING TIME

Item 1: Expression of Choices and Plans

- Circle the highest level of behavior that is characteristic.

1. Child does not make a plan before he begins working. This includes all children who do not give any indication during Planning Time of what they want to do. During Work Time they may or may not engage in some activity.

2. Child indicates verbally or nonverbally an area, material or another child with whom he will play. This includes all children who indicate the direction in which they will move once PlanningTime is over but who do not indicate what they are going to do. Examples of level 2 planning:

   - Child points to Block Area.
   - Child says "trucks."
   - Child points to another child.
   - Child says "play with Donna."

3. Child says something about what he is going to do but only with prompting from the teacher. Child does not seem to already have a clear idea of what he is going to do but develops his plan with prompting from teacher. Example of level 3 planning:

   T: What would you like to do today?
   C: Go to the Art Area.
   T: And what do you think you'd like to do in the Art Area?
   C: I don't know.
   T: Well, can you think of some things you could do in the Art Area? What could you do there?
   C: Paint.
   T: Anything else?
   C: Make something with play-dough.
   T: Is there anything special that you would like to do in the Art Area today?
   C: Make cookies out of play-dough.

4. Child says something about what he is going to do without prompting from the teacher. Child seems to already have an idea of what he is going to do and describes his plan with minimal prompting. Examples of level 4 planning:

   T: What are you going to do today?
   C: I'm going to play fireman.

   OR

   T: What are you going to do today?
   C: I'm going to the Block Area.
   T: And what are you going to do in the Block Area?
   C: Build a castle.

5. Child describes how he is going to do what he has planned with prompting from teacher. Describing "how" might include saying something about:

   - the steps involved in making or doing something.
   - the ways in which different materials will be combined.
   - what could be used to stand for something else.
   - the role attributes of a person or thing child will pretend to be.

   Children in this category need a lot of prompting from their teacher in thinking through "how" they can do "what" they have planned. Example of level 5 planning:

   T: What are you going to do today?
   C: I'm going to be a fireman in the House Area.
   T: What are you going to do when you're a fireman?
   C: I don't know.
   T: Remember the firemen we saw at the fire station? What were they doing?
   C: Washing.
   T: That's right. They were washing the fire truck. Anything else?
   C: Cooking.
   T: Upstairs they had a kitchen where they were cooking lunch. Now can you think of anything you can do when you are a fireman?
   C: Yeah. I'm going to wash my truck and cook some food and then put out a fire.

6. Child describes how he is going to do what he has planned without a lot of prompting from his teacher. Example of level 6 planning:

   T: What are you going to do today?
   C: Build a big house.
   T: That's a good idea. What kind of things are you going to use to make your big house?
   C: Blocks for the sides and tinkertoys for the top.
   T: That sounds like a neat house. Will you be able to go inside it?
   C: Yeah. I can have a door and blocks inside for chairs.
   T: Can I come visit you when it's finished?
   C: Yeah.

   Although the teacher provides some prompts for the child in this example, she does not have to help the child formulate his ideas.

WORK TIME

Item 2: Following Initial Plan

- Circle the highest level of behavior that is characteristic. Although following through on a complex plan is more advanced than following through on a simple plan, the observer is asked to assess the degree to which a child follows his initial plan whether it is simple or complex.

  Finally, the observer should disregard instances in which a child is unable to follow his initial plan due to circumstances beyond his control (e.g., other children are already using essential materials, tools or space).

  If a child's initial plan is revised and extended, the child is considered still to be working on his initial plan. For instance, if the child's initial plan was to play with a truck in the Block Area, the child's decision to go to the House Area to wash the truck could be considered an extension of his initial plan, as long as he actually did wash the truck.

  1. Child does not follow his initial plan. Instead he does something entirely different during Work Time.
  2. Child sometimes gets started on his initial plan, but just as often he does something entirely different during Work Time.
  3. Child usually gets started on his initial plan, but typically does not complete it. If a child plans simply to work in an area, with another child or with a material, he would be scored 3 if he spends less than 10 minutes in the area or with the child or material he indicated.
  4. Child sometimes completes his plan, but just as often abandons it before completion.
  5. Child usually follows his initial plan until is is completed. He does basically what he said he would do before making a new plan. If a child plans simply to work in an area or with another child or material, he would be scored 5 if he spends more than 10 minutes in the area or with the child or material he indicated.

Item 3: Long-Term Projects

- Circle response 1 if the child has undertaken a project lasting for more than one Work Time since last evaluation. This response should only be circled when a child makes a plan to finish something begun on a previous day and picks up where he/she left off. In other words, there must be evidence 1) that the child conceptualizes a project which has an end point, 2) that the child considers the project incomplete, and 3) that the child intends to complete it. Repeated involvement in the same activity (perhaps elaborating a representational theme) is not considered a long-term project.

Item 4: Problem-Solving With Materials

- Circle the level that is most typical of the child's behavior during the observation period. Problems which are social in origin are not included here. Only problems that are encountered while working with materials should be considered. Problems arise when goal realization is impeded.
- Child's activity is not characteristically goal-oriented. Consequently, problems are not frequently perceived and confronted while working with materials.

  1. Child perceives problems, but does not confront the problem. Instead the child abandons the activity.
  2. Child perceives and confronts problems while working with materials, but does not make a serious, independent effort to solve problems in order to realize goals. Instead the child 1) redefines the goals in order to eliminate the problem or 2) seeks a deus ex machina solution by directly calling upon the teacher or indirectly soliciting help by vocally or physically exhibiting extreme frustration.
  3. Child perceives, confronts and makes a serious attempt to solve problems that stand in the way of goal realization. However, the child is usually not insistent upon solving problems. Instead, the child will eventually redefine the goals of the activity or change activities. In short, the child appears to be interested in problem-solving but is not usually so goal-oriented that problems "must" be solved.
  4. Child perceives, confronts and makes a serious, independent effort to solve problems that stand in the way of goal realization. If the child is unable to solve the problem alone, he/she then effectively enlists teacher or peers either to help implement an independently hypothesized solution or to give advice.

Item 5: Focused Activity

- Circle the highest level of behavior that is characteristic. When engaged in focused activity, the child is attending closely to what he/she is doing. It is not necessary for an activity to be described in a child's plan for his/her activity during Work Time to be focused.

  Focused activity may involve changing areas and substituting materials as long as the child continues to be psychologically involved. In other words, the verb "focus" should be taken to denote a theme or project rather than remaining in an area. Thus, a child who remains within an area for 10 minutes would not be considered to be focused for 10 minutes unless he had stayed with one project for 10 minutes. Conversely, a child who changed areas to extend a project could be considered to have remained focused.

This scale is intended to differentiate children who frequently change activities and/or lack focus in their activity from children who engage in sustained focused activity.

1. Child does not engage in focused activity at all or engages in focused activities for less than 2 minutes at a time.
2. Child engages in focused activity for 2 to 5 minutes at a time.
3. Child engages in focused activity for 5 to 10 minutes at a time.
4. Child usually engages in focused activity for 10 to 30 minutes at a time.
5. Child usually engages in focused activity for 30 minutes or more.

Item 6: Diversity of Activities and Contacts

- Check the level that is most typical of the child's behavior during the observation period. This item measures the amount of diversity the child encounters in daily activities. The item refers to interactions with materials and individuals.

Item 7: Spontaneous Representation Using Materials

- Check the level that is most typical of the child's behavior during the observation period. This item measures the complexity of whatever representations a child creates during Work Time. This item does not measure the frequency with which a child creates representations.

  Complexity or the degree of detail in a child's representation is the degree to which the child differentiates parts of the thing he is representing and the degree to which he represents specific attributes and spatial relations of the thing he is representing. The observer should focus on complexity in the child's representation, not accuracy.

  For a representation to be judged on Item 7, the representation needs to have an element of realism. That is, there should be some agreement possible among observers on what the representation stands for. Of course, some children may be able to give detailed verbal descriptions of abstract representations. (For instance, a child may paint a series of different colored horizontal stripes across a paper and describe the representation as "a lake with a boat and waves and sky and a man rowing in a bathing suit while his girlfriend is fishing.") However, judging these types of representations is too tricky. Therefore, the teacher should attempt to see what type of representation the child is capable of producing when the child is attempting a realistic reproduction. To achieve this goal, a useful strategy during the observation period might be to channel the child's activity toward the reproduction of a perceptually present object or event. Another strategy might be to channel the child's activity toward the production of a functional object such as a roadway (with blocks). Remember, though, that for this item the child must begin the representation process spontaneously, on his own. The representation may make use of any materials in the classroom.

Item 8: Spontaneous Representation in Dramatic Play

- Check all behaviors observed. This item measures the complexity of whatever dramatic play the child engages in. It does not measure the frequency with which a child engages in dramatic play.

1. Child uses one object to stand for another.
2. Child uses actions or sounds to pretend to be doing something.
3. Child uses words to represent a make-believe situation, i.e., to "set the stage."
4. Child pretends to be someone or something else for a significant period of time (5 or more minutes). Child assumes role behaviors not merely role label.
5. Inanimate objects are used as characters in the child's dramatic play. For example, the child acts out drama using dolls, toy animals, etc. as characters, rather than herself assuming a role.
6. Child talks within the context of the dramatic play situation. Child stays "in character" while talking with others and uses language appropriate to the role.
7. Child coordinates role play with another child for a significant period of time (5 or more minutes). Coordinated role play involves both children. Both children actively assume roles and mutually determine situations and interactions.

RECALLING AND REPRESENTING WORK TIME ACTIVITIES

Item 9: Representation through Art Media

- Check the level that is most characteristic of the child's behavior during the observation period. Representation through art media should be observed during periods when the teacher has provided a clear opportunity for children to represent their Work Time or field trip experiences. In the case of kindergarten, teacher may directly request children to represent their Work Time experiences through art media.

  The complexity or degree of detail in a child's representation is the degree to which the child differentiates parts of the thing he is representing and the degree to which the child represents specific attributes and spatial relations of the thing he is representing. The observer should focus on complexity in the child's representation, not accuracy.

  The complexity of a child's verbal description of her representation should not influence the scoring of the representation.

Item 10: Recall

- Check the highest level of behavior that is characteristic. The degree of detail is defined by the degree to which the child sequences events, describes parts and spatial relations, describes the role of other participants, and explains decisions she made. This item assesses the child's ability to describe what she has done during Work Time without visual reference to anything she made or used.

  Notice that there are two sets of numbers for scoring this item. If the child's preferred mode of representation is gestural, performance should be scored under the column labeled Gestural. However, the representation must be of Work Time activity in either case.

If filling out the COR during the first week or so of school, before the child really knows what "Work Time" is, ask him to tell what he was doing before Clean-up Time, or after Planning Time, or something else that gives him a meaningful referent.

SOCIAL-EMOTIONAL DEVELOPMENT

Item 11: Warmth and Complexity of Social Relationships

- Check those responses which describe the child's interactions. This item refers to the affect and content of the child's social interactions. Note that different response ratings are provided for interactions with peers and adults.

Item 12: Social Problem-Solving

- Check all responses that describe the child's ability to solve social problems. Different response categories are provided for interactions with peers and adults. Since children's strategies and abilities to solve social problems are related to their level of development, each child must be assessed in relation to her level of cognitive development.

Item 13: Adherence to General Classroom Procedure

- Check all responses that apply to the child.

COMMUNICATION SKILLS

Item 14: Receptive Language

- Check the level that describes the child's level, indicating whether the child tends to respond verbally or with gestures. Each of the examples are indicative of the type of communication the child understands.

Item 15: Language

- This item is separated into four components: complexity of grammar, vocabulary, descriptive detail and clarity. Check the response under each component that best describes the child's behavior.

Item 16: Intelligibility of Speech

- Check the response that describes the child's speech. Recognizing that many children will misarticulate, this item is intended to describe the majority of the child's utterances.

Item 17: Reading

- Check all behaviors that apply. Although one would not expect preschool children to be engaged in reading their own plans and stories, one might expect children to show a growing interest in the process of reading through listening to teachers read back their dictated plans and stories, or by asking the teacher to read their own dictations.

0. Child shows no understanding of the process of reading. The child does not seem to understand that the plans and stories the teacher has written down are permanently recorded and can be read back as they were told. He does not ask the teacher to read back what he has written down, and he may not even pay particular attention when his own dictation is read back.
1. Child shows some interest in and understanding of the reading process. The child asks the teacher to read back his own dictation. He listens to what is said and gives some indication that he recognizes the plan or story as his own.
2. Child begins to match letters and words that are alike in his plans and stories the teacher has written down. He may also match letters and words that are alike in other reading materials.
3. No further definition.
4. Child begins to identify some words in his plans and stories the teacher has written down. He may also identify words in other reading materials.
5. Child begins to read his own dictated plans and stories and perhaps other reading materials.

Item 18: Interest in Decoding Nonverbal Symbols

- Check the response that best describes the child's behavior. This item measures the child's interest in a variety of nonverbal symbols that should be readily available in the classroom (e.g., drawings, pictures, etc.).

Item 19: Writing

- Check all behaviors that apply. Although one would not expect preschool children to be engaged in writing their own plans or stories, one might expect children to show a growing interest in the process of writing through watching teachers write down their dictated stories, and by asking teachers to take dictation.

0. Child shows no interest in the process of writing. The child gives no indication that she understands what the teacher is doing when he writes down her plan or experience story and does not pay particular attention to the teacher's writing activity. Although the child may enjoy making verbal plans and telling about what she has done or experienced, she does not ask the teacher to write down what she says.
1. The child shows some interest in and understanding of the process of writing. She asks the teacher to write down what she says, and she watches as he writes it down.
2. No further definition.
3. Child has begun to trace letters and words in her own plans and stories which the teacher has written down.
4. Child has begun to copy letters and words that appear in her own plans and stories which the teacher has written down.
5. No further definition.
6. No further definition.
7. No further definition.
8. No further definition.
9. No further definition.

TIME AND SPACE

A well-implemented daily routine provides teachers with numerous opportunities to observe children's emerging capacities for temporal reasoning.

Item 20: Basic Temporal Relations

- Circle all responses that apply. The basic temporal relationships are: past...future; beginning...end; and before...after

Item 20: Temporal Sequencing

- Circle all responses that apply. Note that in order to reverse the order in a temporal sequence; the child must be able to keep both before and after in mind at once.

Item 21: Time Units

- Circle all responses that apply. There are many opportunities for children to display their understanding of time units. The following are some examples: the child responds appropriately to the beginning and end of time periods during the daily routine; the child recognizes during recall time that "work time" is the same for all through many have engaged in different activities.

Item 22: Advanced Temporal Relations

- Circle all responses that apply. The child may construct temporal relations with any number of media elements--sand timers, play with toy trucks, running on playgrounds, and so forth. The important point is that the child constructs the temporal relationships.

Item 23: Comparison of Time Units

- Circle all responses that apply. No further definition.

Item 24: Manipulating Objects in Space

- Circle all responses that apply. Of the three descriptive categories for this item, for only the first one (the child fits things together and takes them apart) it is necessary that the child is able to arrange materials "the way they belong."

Item 25: Locating Objects in Space

- Circle all responses that apply. No further definition.

Item 26: Representing Spatial Relationships

- Circle all responses that apply. Please note that for the last descriptive category, it is necessary only that the child shows a definite attempt to represent objects in perspective or from someone else's point of view--the child does not need to succeed by adult standards in these attempts.

LOGICAL REASONING

Item 27: Grouping by Attributes

- Circle all responses that apply. Non-functional attributes pertain to characteristics such as size, shape and color, rather than how the object can be used.

Item 28: Other Classification Activities

- Circle all responses that apply. No further definition.

Item 29: Imposing Serial Order Upon Materials.

- Circle all responses that apply. Please note thatwhenever a child accomplishes a result without trial and error, the child should receive credit for the corresponding activity with trial and error as well.

Item 30: Using Comparative Terms

- Circle all that apply. No further definition.

Item 31: Number Concepts

- Circle all that apply. Continuous materials are materials that can be measured and poured from one container to another but cannot be broken down into countable parts. Water, sand, flour and salt are continuous materials children can pour, mold and compare according to amount. Discontinuous materials are materials that can be lined up and counted, like beads, blocks, cars, dolls, cans, and so on.

HIGH/SCOPE EDUCATIONAL RESEARCH FOUNDATION

CHILD OBSERVATION RECORD
Preschool - Kindergarten
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Please see the Child Observation Record Manual for recommendations on gathering information and for definitions of observation categories.

Child's Name: _____ Teacher's Name: _____

Observation Periods: _____ _____ _____
week/month/year week/month/year week/month/year

Curriculum Components	Items	Ratings for each Observation Period 1	2	3
PLANNING TIME	1. Expression of Choices and Plans (circle one response)			
	• Child gives no indication of having choices or plans in mind, stands around idly or follows the teacher around, not making any decision of his own.	0	0	0
	• Child looks at or touches materials in the room and/or moves toward an area or material. However, there is no other communication to the teacher about a plan.	1	1	1
	• Child intentionally communicates choice to the teacher by pointing to, walking over to or naming an area, material or child, but the teacher has to "recognize" the plan.	2	2	2
	• With a lot of prompting from teacher, child communicates what he is going to do.	3	3	3
	• Without a lot of prompting from teacher, child communicates what he is going to do.	4	4	4
	• With a lot of prompting from teacher, child communicates how he will carry out a plan.	5	5	5
	• Without a lot of prompting from teacher, child communicates how he will carry out a plan.	6	6	6

Curriculum Components	Items	Ratings for each Observation Period 1	2	3
WORK TIME	2. Following Initial Plan (circle one response)			
	• Child does not make an initial plan so this item is inapplicable.	0	0	0
	• Child does not follow initial plan.	1	1	1
	• Child follows initial plan one or two days out of five.	2	2	2
	• Child follows initial plan at least three days out of five, but sticks to it for less than ten minutes.	3	3	3
	• One or two days out of five, child follows initial plan for at least ten minutes, sticking with the original goal even when introducing slight modifications, such as moving to a different area of the room.	4	4	4
	• At least three days out of five, child follows initial plan for ten or more minutes, sticking with the original goal even when introducing slight modifications.	5	5	5
	3. Long-Term Projects (circle one response)			
	• Child never engages in long-term projects.	0	0	0
	• Child engages in long-term projects.	1	1	1
	4. Problem-Solving with Materials (circle one response)			
	• Child seems to never or seldom perceive problems.	0	0	0
	• Child perceives problems, but seldom confronts them.	1	1	1
	• Child makes one attempt to solve a problem, but gives up if she does not succeed.	2	2	2
	• Child tries to solve a problem in a second, different way if her first attempt is unsuccessful.	3	3	3
	• Child makes more than two attempts to solve a problem.	4	4	4
	5. Focused Activity (circle one response)			
	• Child focuses on one activity for less than two minutes at a time.	1	1	1
	• ...less than five minutes at a time.	2	2	2
	• ...less than ten minutes at a time.	3	3	3
	• ...ten to thirty minutes at a time.	4	4	4
	• ...thirty minutes or more at a time.	5	5	5

Curriculum Components	Items	Ratings for each Observation Period 1	2	3
WORK TIME - continued -	6. Diversity of Activities and Contacts (circle all that apply)			
	• Over the course of a week, the child incorporates a number of different materials in her activities.	1	1	1
	• ...works in two or more areas of the classroom.	2	2	2
	• ...interacts with three or more children.	3	3	3
	• ...accepts interactions with more than one regular classroom staff person.	4	4	4
	7. Spontaneous Representation Using Materials (circle one response)			
	• Child engages only in object level play.	1	1	1
	• Child's structures and/or drawings always take the form of simple towers or dots and lines that have no apparent organization. They are sometimes named by the child, but are not recognizable as representations to the observer even after the child has explained them.	2	2	2
	• The child creates structures and/or drawings with shapes or forms that are recognizable as representations after the child has explained them.	3	3	3
	• Structures and/or drawings include shapes or forms that are recognizable representations without any explanation.	4	4	4
	• The child's representations are of level 4 type, but in addition include three or more details representing specific attributes of the things being represented.	5	5	5
	8. Spontaneous Representation in Dramatic Play (circle all that apply)			
	• Not observed.	0	0	0
	• Child uses one object to stand for another.	1	1	1
	• Child uses actions or sounds to pretend to be doing something.	2	2	2
	• Child uses words to set stage.	3	3	3
	• Child assumes role of someone else (5+ minutes).	4	4	4
	• Inanimate objects used as characters in child's dramatic play.	5	5	5
	• Child talks in language appropriate to role.	6	6	6
	• Child coordinates role play with peers (5+ minutes).	7	7	7

Curriculum Components	Items	Ratings for each Observation Period 1	2	3
RECALLING AND REPRESENTING WORK TIME ACTIVITIES	9. Representation through Art Media (circle one response)			
	• Child does not use art media to represent what she did.	0	0	0
	• Sometimes creates representations, but with three or fewer details.	1	1	1
	• Usually creates representations with three or fewer details.	2	2	2
	• Sometimes creates representations with more than four details.	3	3	3
	• Usually creates representations with more than four details.	4	4	4
	10. Recall* (circle one response)			
	• Child is unable to recall anything she did.	0G 0V	0G 0V	0G 0V
	• Child is usually able to recall one of the following: what she did, with whom she worked, or with which materials she worked.	1G 1V	1G 1V	1G 1V
	• Child is usually able to recall two or more of the above categories.	2G 1V	2G 2V	2G 2V
	• Child sometimes recalls how she accomplished something.	3G 3V	3G 3V	3G 3V
SOCIAL-EMOTIONAL DEVELOPMENT	11. Warmth and Complexity of Social Relationships** (circle all that apply)			
	• Child is aware of others.	1P 1A	1P 1A	1P 1A
	• Child seems to enjoy interacting with familiar people, does not ignore them or back off when they approach.	2P 2A	1P 2A	2P 2A
	• Child does not habitually tag after or cling to others.	3P 3A	3P 3A	3P 3A
	• Others appear to like the child, are not afraid of him, don't ignore him or treat him as a pushover.	4P 4A	4P 4A	4P 4A
	• Child spontaneously initiates positive interactions with others.	5P 5A	5P 5A	5P 5A
	• Child engages in interactions with others that last at least two minutes.	6P 6A	6P 6A	6P 6A
	• Child engages in sustained interactions with others. These interactions often last ten minutes or more.	7P 7A	7P 7A	7P 7A
	• Child sometimes works with others toward a common goal.	8P 8A	8P 8A	8P 8A
	• Child sometimes joins others in games that involve agreed-upon rules and/or a clear division of labor.	9P 9A	9P 9A	9P 9A

* G = Gestural; V = Verbal.
** P = Peers; A = Adults.

Curriculum Components	Items	Ratings for each Observation Period 1	2	3
SOCIAL-EMOTIONAL DEVELOPMENT - continued -	12. Social Problem-Solving (circle all that apply)			
	• Child gets others' attention in ways that are acceptable for her developmental level and that do not break classroom rules.	1P 1A	1P 1A	1P 1A
	• Child is willing to take turns when appropriate.	2P 2A	2P 2A	2P 2A
	• Child spontaneously allows others to share her materials, to use some of whatever she is using.	3P 3A	3P 3A	3P 3A
	• Child attempts to help and/or cheer others who are unhappy, sick or hurt.	4P 4A	4P 4A	4P 4A
	• Child is able to apply at least two appropriate strategies in social problem-solving.	5P 5A	5P 5A	5P 5A
	• Child asserts own rights to share or to fair play in socially acceptable ways.	6P 6A	6P 6A	6P 6A
	• When child has disagreements with peers, she can often settle them without the teacher's help.	7P 7A	7P 7A	7P 7A
	• Child is able to express her feelings in words.	8P 8A	8P 8A	8P 8A
	13. Adherence to General Classroom Procedure (circle all that apply)			
	• Child makes an effort to follow the rules of the classroom, does not purposely break them.	1	1	1
	• Child tends to be actively involved, content and not disruptive whether or not the teacher is in the immediate vicinity.	2	2	2
	• Child actively and willingly participates in total-group activities.	3	3	3
COMMUNICATION SKILLS	14. Receptive Language (circle one response)			
	• Child has no apparent understanding of language.	0G 0V	0G 0V	0G 0V
	• Child understands only simple one-word or one-phrase commands made directly to her (e.g., Bring me your shoe. Wave bye-bye.).	1G 1V	1G 1V	1G 1V
	• Child understands simple phrases and sentences that are not commands (e.g., It is raining.).	2G 2V	2G 2V	2G 2V
	• Child usually understands the general flow of classroom conversation.	3G 3V	3G 3V	3G 3V

Curriculum Components	Items	Ratings for each Observation Period 1	2	3
COMMUNICATION SKILLS - continued -	15. Language (circle one response in each section)			
	A. Complexity of Grammar			
	• Child primarily (more than half the time) uses one-word utterances.	1	1	1
	• Child primarily uses two-word utterances.	2	2	2
	• Child primarily uses simple sentences (noun, verb, object).	3	3	3
	• Child frequently uses adjectives, adverbs, prepositions, and/or conjunctions to elaborate sentences.	4	4	4
	B. Vocabulary			
	• Vocabulary consists of a very small number of words and most often (more than 75% of the time) is inadequate for the child to communicate with peers and adults.	1	1	1
	• Vocabulary is sometimes adequate for communication (between 25% and 75% of the time).	2	2	2
	• Vocabulary consists of a rich variety of words and usually (more than 75% of the time) is adequate for the child to communicate with peers and adults.	3	3	3
	C. Descriptive Detail			
	• Child seldom (less than 25% of the time) incorporates descriptive detail; does not elaborate observations about persons, things and events. Few adjectives, adverbs, prepositional phrases, transformational verbs, used to refine meaning.	1	1	1
	• Child occasionally (25-75%) incorporates descriptive detail.	2	2	2
	• Child usually (over 75%) incorporates descriptive detail.	3	3	3
	D. Clarity (refers to content of language--not to intelligibility)			
	• Child seldom expresses ideas clearly; the purpose of statements is not obvious, he doesn't get to the point.	1	1	1
	• Child occasionally expresses ideas clearly.	2	2	2
	• Usually, ideas and purposes are clearly expressed.	3	3	3

Curriculum Components	Items	Ratings for each Observation Period 1	2	3
COMMUNICATION SKILLS - continued -	16. Intelligibility of Speech (circle one response)			
	• Child does not attempt to use speech or other vocalizations to communicate with others.	0	0	0
	• The child's speech characteristically is unintelligible.	1	1	1
	• If the listener is aware of the context, the child's speech characteristically is intelligible.	2	2	2
	• The child's speech characteristically is intelligible even if the listener is unaware of the context.	3	3	3
	17. Reading (circle all that apply)			
	• No interest in the process of reading is observed.	0	0	0
	• Child shows some interest in reading and understanding of the reading process (listens to the teacher read dictation or books, asks teacher to read dictation or book).	1	1	1
	• Child matches letters and words that are alike.	2	2	2
	• Child identifies own name.	3	3	3
	• Child identifies some words in addition to his own name.	4	4	4
	• Child attempts to read his own dictation.	5	5	5
	18. Interest in Decoding Nonverbal Symbols (circle one response)			
	• Child does not show an interest in nonverbal symbols such as photographs or drawings.	0	0	0
	• Child shows an interest by responding to nonverbal symbols.	1	1	1
	• Child shows an interest by asking questions about or discussing nonverbal symbols.	2	2	2

Curriculum Components	Items	Ratings for each Observation Period 1	2	3
COMMUNICATION SKILLS - continued -	19. Writing (circle all that apply)			
	• Child shows no interest in the process of writing.	0	0	0
	• Child shows some interest and understanding of the writing process (watches teacher take dictation, asks teacher to take dictation).	1	1	1
	• Child attempts to or pretends to write, but the "letters" are often squiggles, bearing little or no resemblance to real letters.	2	2	2
	• Child attempts to trace letters and words.	3	3	3
	• Child attempts to copy letters.	4	4	4
	• Child has begun to write down letters that are part of his first name (with or without help from the teacher).	5	5	5
	• Child has begun to write his first name entirely (with or without help from the teacher).	6	6	6
	• Child has begun to write down letters that are not part of his first name.	7	7	7
	• Child has begun to write down recognizable words in addition to his name.	8	8	8
	• Child can write words without models present.	9	9	9

Curriculum Components	Items	Ratings for each Observation Period 1	2	3
TIME AND SPACE	20. Basic Temporal Relations (Circle all that apply)			
	• During planning time, child is able to express and respond to the future, by making and beginning work on a plan	1	1	1
	• During work time, child is able to distinguish the end of one activity and the beginning of another, by being able to spontaneously replan	2	2	2
	• During recall, child is able to express and respond to the past, by indicating in some way what she did	3	3	3
	• Throughout the routine, child is able to distinguish before and after, by remembering the previous activity and anticipating the next	4	4	4
	21. Temporal Sequencing (Circle all that apply)			
	• During planning or other times, child is able to anticipate a future sequence of activities	1	1	1
	• During recall or other times, child is able to remember a past sequence of activities	2	2	2
	• Child is able to reverse the order in a future or past sequence	3	3	3
	Time Units (Circle all that apply)			
	• Child shows some understanding of time units apart from specific activities within them.	1	1	1
	• Child shows some ability to relate time units to movement across space through the concepts "fast" and "slow".	2	2	2

Curriculum Components	Items	Ratings for each Observation Perios 1	2	3
	22. Advanced Temporal Relations (Circle all that apply)			
	• If two movements cover the same distance (or, if two equal amounts of sand are flowing, for instance) and they both have the same speed, the child realizes they both take the same time.	1	1	1
	• Is same distance/amounts, and one is faster (slower), then one takes a shorter (longer) time	2	2	2
	• If different distances/amounts, and both have the same speed, then one takes a longer and one a shorter time	3	3	3
	• If different distances/amounts, and one is faster (slower) then they both take the same time	4	4	4
	23. Comparison of Time Units (Circle all that apply)			
	• Can identify what personally has been a long and short time	1	1	1
	• Can compare different periods of the daily routine as being longer or shorter	2	2	2
	• Can recognize that clocks, timers, calendars, are used to measure and compare time units	3	3	3
	• Can recognize that time units in the future become the present and then the past in a continuing cycle, as for example in seasonal changes	4	4	4
	24. Manipulating Objects in Space (Circle all that apply)			
	• The child fits things together and takes them apart	1	1	1
	• The child transforms one object in space by reshaping it	2	2	2
	• The child transforms a group of objects by rearranging its members in space	3	3	3

Curriculum Components	Items	Ratings for each Observation Period 1	2	3
	25. Locating Objects in Space (Circle all that apply)			
	• The child learns to locate something new within the boundaries of the classroom	1	1	1
	• The child learns to locate something new beyond the boundaries of the classroom	2	2	2
	26. Representing Spatial Relationships (Circle all that apply)			
	• The child describes the position of things in relation to each other	1	1	1
	• The child describes the direction of movement of things	2	2	2
	• The child describes the relative distances among things	3	3	3
	• The child imitates or describes a spatial relationship seen in a picture or photograph	4	4	4
	• The child imitates or describes a spatial relationship seen in his own or another child's drawing	5	5	5
	• The child attempts to represent objects in perspective or from someone else's point of view	6	6	6
LOGICAL REASONING	27. Grouping by Attributes (Circle all that apply)			
	• The child can pick objects that are alike in some way out of a larger group of objects	1	1	1
	• The child recognizes similarities among non-identical objects	2	2	2
	• The child groups items together that have similar functions	3	3	3
	• The child can group objects according to 2 or more nonfunctional attributes	4	4	4
	• The child distinguishes between "some" and "all"	5	5	5

Curriculum Components	Items	Ratings for each Observation Period 1	2	3
	28. Other classification activities (Circle all that apply)			
	• The child understands the classroom room arrangement, what activities are appropriate in each area and where most items are located	1	1	1
	• The child can describe attributes that an object or event does not have	2	2	2
	29. Imposing serial order upon materials (Circle all that apply)			
	• The child stacks or lays out different size objects in a series by trial and error	1a	1a	1a
	• The child uses attributes other than size to create seriated arrangements by trial and error	2a	2a	2a
	• By relying on trial and error processes, the child accurately matches two ordered sets of three or more objects	3a	3a	3a
	• If the child accomplishes the results described in 1, 2, and/or 3 above without using trial and error circle 1b, 2b, and/or 3b here (and circle the corresponding item above, 1a, 2a, and/or 3a as well)			
	• Different size objects in a series	1b	1b	1b
	• Attributes other than size	2b	2b	2b
	• Two ordered sets	3b	3b	3b
	• In ordering a set of objects by length, the child takes into account both the tops and bottoms of the objects	4	4	4
	• After ordering a series of objects, the child can correctly insert new items into the array	5	5	5

Curriculum Components	Items	Ratings for Each Observation Period 1	2	3
	30. Using comparative terms (Circle all that apply)			
	• The child uses and understands some comparative terms in comparing two objects on the basis of one attribute	1	1	1
	• The child compares gross quantities using terms such as "a lot" versus "a little."	2	2	2
	31. Number Concepts (Circle all that apply)			
	• The child compares continuous quantities in terms of more versus less (or fewer).	1	1	1
	• The child judges that continuous quantities are the same	2	2	2
	• The child compares discontinuous quantities in terms of more versus less (or fewer)	3	3	3
	• The child judges that discontinuous quantities are the same	4	4	4
	• The child compares the number of items in two sets by matching them up in one-to-one correspondence	5	5	5
	• The child enumerates (counts) objects up to the quantity, "2"	6	6	6
	• The child enumerates objects up to and beyond the quantity, "2"	7	7	7
	• The child attempts to perform addition or subtraction operations upon sets of objects	8	8	8
	• The child attempts and succeeds in performing addition or subtraction operations upon sets of objects	9	9	9
	• The child can recite the number series by rote from "1" to "3"	10	10	10
	• The child can recite the number series by rote from "1" to "5"	11	11	11

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PRESCHOOL TEACHER TRAINING PROFILE

Teacher _____

Trainer _____

Date _____

DIRECTIONS

This form should be used in part or in entirety as soon after each actual observation session as possible. Before using this form, it is necessary for the evaluator to be aware of the type of training the teacher has had. For each item, if the attainment rating is other than "objective attained," a relevant qualification needs to be checked. The category "not observed" means that there was not an appropriate situation for the objective to occur. On the other hand, "no indication" means that there was an appropriate situation for the objective to occur, but the teacher did not implement the objective.

In order for a particular objective to be considered attained, it is necessary for the behavior of the objective to occur in an appropriate context. For instance, it would probably be inappropriate for the teacher to ask children to recall an event that had occurred working with fingerpaint while the children are engaged in socio-dramatic play on the theme of dining at a restaurant. The rating of "substantial indication" means that the behavior of the objective does not always occur when called for, but does occur at least 50% of the times when relevant. "Some indication" means that the teacher behavior occurs in less than 50% of the occasions when it is appropriate. The qualification "context impedes implementation" refers to a situation in which there are some constraints that do not allow implementation of the objective and for which the teacher is not responsible.

OBJECTIVES	ATTAINMENT RATING					QUALIFICATIONS			
	Not observed	No indication	Some indication	Substantial indication	Objective attained	No training in competency yet	More/different training/experience needed	Context impedes implementation	Teacher does not want to implement
Room Arrangement									
1. Divides room into several distinct areas									
2. Boundaries of areas are well defined									
3. Each area has an adequate amount of space									
4. Work areas are not cluttered with unnecessary furniture/materials									
5. Areas are designed to facilitate traffic flow and minimize noise									
6. Materials are stored in areas where they are used									
7. Materials are classified and labeled clearly									
8. Materials are at children's eye level and within reach									
9. Individual storage space is provided for each child's belongings									
10. All materials within the children's sight and reach can be used									
11. Display space is present and used for children's work in each area									
12. Unstructured materials in each area that can be used in many ways									
13. Enough materials in each area for children to work simultaneously									
14. Familiarizes children with names and contents of areas									
15. Changes or adds new equipment and materials throughout the year									
Daily Routine									
1. Routine includes: Planning, Work, Clean-Up, Recall, Small Group, Activity and Circle Times									
2. Time periods have specific names which children are helped to learn									
3. Routine is consistent from day to day									
4. Helps children make transitions from one part of routine to another									
5. Provides for some novelty in the routine									
6. When familiar routine is changed, advises children ahead of time									

	ATTAINMENT RATING					QUALIFICATIONS			
	Not observed	No indication	Some indication	Substantial indication	Objective attained	No training in competency yet	More/different training/experience needed	Context impedes implementation	Teacher does not want to implement
Planning Time									
7. Helps children consider different choices available									
8. Plans with each child individually									
9. Helps children to know and use symbols and planning boards to indicate their plans									
10. Allows and encourages children to communicate choices and plans in a variety of ways									
11. As each child's planning ability develops, the adult helps the child to make increasingly complete and complex plans									
Work Time									
12. Children are allowed at least 45 minutes to work on plans each day									
13. Helps children get started on plan when necessary									
14. Helps children to carry out plans and make new ones when finished									
15. Helps children to extend their plans or solve problems by using a variety of appropriate strategies									
Clean-Up Time									
16. Encourages and helps children do most of the work									
17. Uses appropriate strategies to encourage clean-up: songs, games, asking "What are you going to put away first?"									
18. Works with groups of children to foster group clean-up when necessary									
19. Plans and uses Clean-Up Time to implement curriculum key experiences									

	ATTAINMENT RATING					QUALIFICATIONS			
	Not observed	No indication	Some indication	Substantial indication	Objective attained	No training in competency yet	More/different training/experience needed	Context impedes implementation	Teacher does not want to implement
Recall									
20. Encourages children to show and talk about things they've done									
21. Plans and uses a variety of strategies to make Recall interesting to children									
Small Group Time									
22. Plans activities that allow each child to work at own level and make own choices									
23. Initially gives the whole group a brief idea of what they might try with materials									
24. Supports and extends each child's efforts									
25. Helps children think about whay they've done and discovered									
Outside Time									
26. Adults and children are involved in vigorous outdoor or indoor play									
27. Plans and uses Outside Time to implement curriculum key experiences									
Circle Time									
28. Adults have planned their respective roles for the circle activity									
29. Activities allow each child to get involved in some way and have input									
30. Provide positive options for children who do not want to participate									
31. Plans and uses Circle Time to implement curriculum key experiences									

	ATTAINMENT RATING					QUALIFICATIONS			
	Not observed	No indication	Some indication	Substantial indication	Objective attained	No training in competency yet	More/different training/experience needed	Context impedes implementation	Teacher does not want to implement
Active Learning									
1. Children are actively involved at Work Time									
2. Children are actively involved at Clean-Up Time									
3. Children are actively involved at Small Group Time									
4. Children are actively involved at Activity Time									
5. Children are actively involved at Circle Time									
6. Children are actively involved on field trips									
7. Provides materials in each area that children can manipulate, combine and transform									
8. Provides materials/equipment in at least one area on which children can exercise muscles									
9. Provides materials that can be used in alternative ways to do the same thing									
10. Provides diverse materials which children can touch, smell, taste and listen to									
11. Children do things for themselves when possible (e.g., clean up, juice time, toilet time)									
12. Systematically helps children become self-sufficient in tool use and routine procedures									
13. Helps children extend actions by introducing new materials, questioning, suggesting									
14. Acknowledges and supports children's appropriate actions and choices									
15. Children are provided with choices throughout the daily routine									
16. Actively engages with children on their physical level throughout the day									

	ATTAINMENT RATING					QUALIFICATIONS			
	Not observed	No indication	Some indication	Substantial indication	Objective attained	No training in competency yet	More/different training/experience needed	Context impedes implementation	Teacher does not want to implement
Language									
1. Provides equipment which encourages the use of language									
2. Provides materials which encourage listening to language									
3. Talks with children at their eye level in conversational manner									
4. There is a balance between teacher and child talk throughout the routine									
5. Listens to what children say and makes appropriate responses									
6. Refers children's questions and comments to other children when possible									
7. Conversations with children throughout the day relate directly to what they are doing									
8. Encourages children to verbalize choices, predictions, observations and helps extend their verbalizations									
9. Encourages children to verbally describe feelings, actions, etc. and helps extend their verbalizations									
10. Describes things or actions for the child who cannot yet describe them himself									
11. In questioning children, begins with open-ended questions									
12. If children cannot respond to open-ended questions, asks more directed questions									
13. Encourages children who primarily communicate nonverbally to talk									
14. Accepts child's manner of speaking but models adult language of community									
15. Models desirable language habits: eye-contact, listening, not shouting, etc.									

	ATTAINMENT RATING					QUALIFICATIONS			
	Not observed	No indication	Some indication	Substantial indication	Objective attained	No training in competency yet	More/different training/experience needed	Context impedes implementation	Teacher does not want to implement
Language - continued -									
16. When management statements are made, reasons are provided									
17. Helps the child verbally recall what he has done whenever possible									
18. Writes down and reads back children's comments, observations, stories, songs, etc.									
19. Provides a wide variety of books which are age-appropriate and are always accessible									
20. Helps children with basic reading and writing skills <u>if</u> (and only if) they request									
21. Provides opportunities to have fun with language									
Representation									
1. Provides children with real experiences and real things to explore and use									
2. Provides real experiences and real things related to ongoing representational activity in order to enrich representation									
3. Recognizes and extends children's experiences using sensory cues									
4. Classroom arrangement and daily routine provide materials and opportunities to represent in diverse media									
5. Helps children represent the same thing in different media									
6. Provides children with materials and opportunities to represent in two- and three-dimensional media									
7. Assists children in recalling and symbolically representing what they have experienced									
8. Helps children to represent their plans									

	ATTAINMENT RATING					QUALIFICATIONS			
	Not observed	No indication	Some indication	Substantial indication	Objective attained	No training in competency yet	More/different training/experience needed	Context impedes implementation	Teacher does not want to implement
Representation - continued -									
9. Uses strategies to help children extend their ongoing activity through representation									
10. Provides opportunities to interpret symbolic representations									
11. Encourages and supports imitation and dramatic play									
12. Helps children understand that spoken words can be written down									
Classification									
1. Provides equipment and materials that can be classified or grouped in many ways									
2. Helps children investigate the attributes of things and label them									
3. Helps children describe how things are the same and different									
4. Helps children describe things in many ways									
5. Helps children use "not" statements									
6. Helps children hold more than one attribute in mind at a time									
7. Helps children use the concepts of "none" and "all"									
Seriation									
1. Provides many materials which can be seriated									
2. Helps children make comparisons of two things along the same dimension									
3. Helps children arrange several things in order along one dimension									
Number									
1. Helps children compare number and amount									
2. Helps children establish one-to-one correspondences									
3. Helps children count objects by rote									

	ATTAINMENT RATING					QUALIFICATIONS			
	Not observed	No indication	Some indication	Substantial indication	Objective attained	No training in competency yet	More/different training/experience needed	Context impedes implementation	Teacher does not want to implement
Space									
1. Encourages children to fit things together and take them apart									
2. Encourages children to rearrange an object or objects in space									
3. Helps children recognize things and places from different spatial viewpoints									
4. Encourages children to describe spatial positions and relationships									
5. Encourages children to describe direction of movement									
6. Encourages children to describe relative distances among things and places									
7. Encourages children to explore the spatial aspects of the classroom and their own bodies									
8. Helps children interpret symbolic representations of spatial relations									
9. Helps children distinguish and describe shapes									
Time									
1. Helps children recognize the beginnings and ends of time periods									
2. Helps children compare time periods									
3. Helps children predict future events and prepare for them									
4. Helps children recall past events									
5. Helps children to describe sequences of events									
6. Uses conventional time limits accurately and appropriately when talking about past and future									

	ATTAINMENT RATING					QUALIFICATIONS			
	Not observed	No indication	Some indication	Substantial indication	Objective attained	No training in competency yet	More/different training/experience needed	Context impedes implementation	Teacher does not want to implement
Feelings									
1. Accepts and responds to child's feelings									
2. Helps child describe her feelings									
3. Helps child cope constructively with feelings (inter/intrapersonal)									
4. Minimizes occurrences of extreme frustration in children									
Classroom Management									
1. Dual-focuses									
2. Minimizes time spent waiting									
3. Turns harmful/inappropriate behavior into problem-solving situation									
4. Sets reasonable limits, explaining them and maintaining them									
5. Gives children feedback with reasons									
6. Does not physically punish children									
7. Maintains a safe and comfortable environment									
Team Evaluation and Planning									
1. Meets daily with other classroom staff to evaluate and plan									
2. Keeps dated examples of each child's work over the year									
3. Evaluates each child's level of functioning within key experiences									
Working With Parents									
1. Involves parents in evaluating & planning for child in/out of school									
2. Shares observations with parents at end of day									
3. Holds regular parent meetings, individual and group									
4. Makes educational home visits									
5. Encourages parents to work as volunteers in the classroom									

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(MINIMAL) PRESCHOOL TEACHER TRAINING PROFILE

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Please see the MPTTP Manual for recommendations on gathering the necessary information and for definitions of categories.

Teacher(s):_____ Evaluator:_____

Location:_____

Population Served:_____ Date:_____

CHECKLIST

The following items relate to the physical environment of the classroom and may be quickly observed with or without the teachers or children present.

Item 1: Room Arrangement	Notes
1. Room is divided into several interest areas.	
2. The boundaries of areas are well-defined.	
3. Work areas are free of unnecessary furniture or materials.	
4. Materials are classified and labeled clearly.	
5. There are enough unstructured materials in each area for several children to work simultaneously.	

Item 2: Active Learning	
1. Developmentally appropriate materials/equipment that children can manipulate, combine and transform are available in each area.	
2. Developmentally appropriate materials/equipment are available on which children can exercise large and small muscles.	
3. Diverse materials which children can touch smell, taste and listen to are available.	

Item 3: Language and Communication	Notes
1. Developmentally appropriate equipment is available which encourages the use of language.	
2. Developmentally appropriate equipment is available which encourages listening to language.	
3. A wide variety of books which are age-appropriate are always accessible.	

Item 4: Representation	
1. Real things are available for children to explore and use.	
2. Materials are available for children to represent in two and three dimensions.	

TEACHER/CHILD OBSERVATION

The following items relate to teaching strategies and teacher/child interaction. They must be observed while the class is in progress. Each adult:

Item 1: Room Arrangement	Notes
1. Familiarizes children with names and contents of areas.	
2. Encourages children to explore the possibilities of the room.	

Item 2: Daily Routine	
1. Helps children learn the name of each time period.	
2. Helps children know what is expected during each part of the routine.	
3. Helps children make transition from one part of the routine to another.	

Planning Time	Notes
4. Helps children consider different choices available.	
5. Allows and encourages children to communicate choices and plans in a variety of ways.	
Work Time	
6. Helps children get started on their plans when necessary.	
7. Helps children to carry out plans and make new ones when finished.	
Clean-Up Time	
8. Encourages and helps children do most of the work.	
Small Group Time	
9. Supports and extends each child's efforts.	
10. Helps children think about what they've done and discovered (Recall).	

Item 3: Active Learning	
1. Acknowledges and supports children's appropriate actions and choices.	
2. Actively engages with children on their physical level throughout the day.	

Item 4: Language and Communication	Notes
1. Maintains a balance between teacher and child talk throughout the routine.	
2. Refers children's questions and comments to other children when possible.	
3. Encourages children to verbalize choices, predictions, observations, and helps extend their verbalizations.	
4. Encourages children to verbally describe feelings, actions, etc., and helps extend their verbalizations.	
5. Describes things or actions for children who cannot yet describe them themselves.	
6. Encourages children who primarily communicate nonverbally to talk.	
7. Models desirable communication habits: eye contact, listening, not shouting, etc.	
8. Writes down and reads back children's comments, observations, stories, songs, etc. if developmentally appropriate.	

Item 5: Representation	
1. Recognizes and extends children's experiences using sensory cues.	
2. Uses strategies to help children extend their ongoing activity through representation.	

Item 6: Classification	Notes
1. Helps children investigate the attributes of things and label them.	
2. Helps children describe/indicate how things are the same and different.	
3. Helps children describe/indicate things in many ways.	
4. Helps children use the concepts "none," "some" and "all."	

Item 7: Seriation	
1. Helps children make comparisons of two things along the same dimension.	
2. Helps children arrange several things in order along one dimension.	

Item 8: Number	
1. Helps children compare number and amount.	
2. Helps children establish one-to-one correspondences.	
3. Helps children count objects by rote.	

Item 9: Space	Notes
1. Encourages children to fit things together and take them apart.	
2. Helps children to recognize things and places from different spatial viewpoints.	
3. Encourages children to describe/indicate spatial positions and relationships.	
4. Encourages children to describe/indicate direction of movement.	
5. Encourages children to describe/indicate relative distances between things and places.	
6. Encourages children to explore the spatial aspects of the classroom and their own bodies.	
7. Helps children distinguish and describe/indicate shapes.	

Item 10: Time	
1. Helps children recognize the beginnings and ends of time periods.	
2. Helps children compare time periods.	
3. Helps children predict future events and prepare for them.	
4. Helps children recall past events.	
5. Helps children to describe sequences of events.	

Item 11: Feelings	Notes
1. Understands/accepts and responds to child's feelings.	
2. Helps children describe/indicate their feelings.	
3. Helps children cope constructively with feelings.	
4. Minimizes occurrences of extreme frustration in children.	

Item 12: Classroom Management	
1. Maintains multi/dual focuses.	
2. Converts harmful or inappropriate behavior into problem-solving situation.	
3. Sets reasonable limits, explaining them and maintaining them.	
4. Gives children feedback with reasons.	

INTERVIEW/DISCUSSION

The following items relate to classroom procedures and an understanding of the framework which may be assessed through discussion.

Item 1: Daily Routine	Notes
1. Routine includes: Planning, Work, Clean-Up, Recall and Small Group Times (Activity and/or Circle Times).	
2. Routine is consistent from day to day.	

Planning Time	Notes
3. As each child's planning ability develops, the adult helps the child to make increasingly complete, complex plans.	
Work Time	
4. The children are allowed at least 35-45 minutes to work on their plans each day.	
5. Helps children to extend their plans or solve problems by using a variety of appropriate strategies.	
Clean-Up Time	
6. Each adult uses appropriate strategies to encourage clean-up when necessary.	
7. Each adult plans and uses Clean-Up Time to implement curriculum key experiences.	
Recall	
8. Each adult encourages children to show and talk about things they have done.	
9. Each adult plans and uses a variety of strategies to make recall interesting to children.	
Small Group Time	
10. The adult plans activities that allow each child to work at own level and make own choices.	
Circle Time	
11. Activities allow each child to get involved in some way and have input.	
12. The adults provide positive options for children who do not want to participate.	
13. Each adult plans and uses Circle Time to implement curriculum key experiences.	

Item 2: Active Learning	Notes
1. Systematically helps children become self-sufficient in tool use and routine procedures.	

Item 3: Language and Communication	
1. Provides opportunities to have fun with language.	

Item 4: Representation	
1. Each adult provides opportunities to interpret symbolic representations.	
2. Each adult encourages and supports imitation and dramatic play.	

Item 5: Team Evaluation and Planning	
1. Meets on a regular basis with other classroom staff to evaluate and plan.	
2. Evaluates each child's level of functioning within key experiences.	
3. Uses evaluation of each child's level of functioning to plan.	

Item 6: Working with Parents	
1. Involves the parents in evaluating and planning for child both in and out of school.	
2. Holds regular parent meetings, individual and group.	

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(MINIMAL) PRESCHOOL TEACHER TRAINING PROFILE MANUAL

Purpose

The intent of this instrument is to collect minimal data on program implementation through three different, but related means of assessment. Briefly, these assessments include:

1) a checklist for assessing the physical environment of the classroom;
2) classroom observation for assessing teacher/child interactions; and
3) an interview/discussion situation for assessing classroom procedures as well as curriculum understanding.

Through a combination of these efforts, the evaluator would be able to account for the level of implementation and to make a decision relative to continued training.

Recommendations for Completing the Form

This form should be used in its entirety at the beginning and at the end of the school year as a pre- and post-assessment of program implementation.

Before attempting to use this instrument, it is crucial that the evaluator has read and understands both the MPTTP and this manual.

The evaluator must record whether the item was observed and/or reported and substantiate this recording by giving an example of such occurrences in the column labeled "Notes."

Definitions of Categories

CHECKLIST OF PHYSICAL ENVIRONMENT

The physical environment refers to the space available in the room, the way in which the room is arranged and the inclusion of developmentally appropriate materials and equipment for the children being served.

Item 1: Room Arrangement

1. The space is organized into functional areas recognizable by the children, e.g., Block Area, House Area, Art Area, Quiet Area, etc. The placement of the areas provides for the maximum and most beneficial use of space available including display space for children's work.
2. The division between areas are recognizable by the children so that they have the sense of being "in" an area. Low shelves, stable screens or walls with openings so that children and adults can see into areas are appropriate boundaries.

3. Each area has adequate amount of space for children to move, create, spread out, experiment, use materials, etc. The space facilitates traffic flow.

4. Similar items are stored together such as all buttons, yarn, paint, etc. Labeling refers to the process of marking where materials belong and the containers in which they belong. Labels are constructed from actual materials, tracings, catalog pictures, photographs, etc.

5. Materials which encourage exploring, experimenting, questioning, manipulating, pretending, etc. Examples: bottle caps can be used for counting, stacking, matching, sorting, representing, etc.; paper can be put together with tape, glue, paste, string, staples, paper clips, etc.

6. Each area contains an appropriate amount of materials--structured and unstructured--for the number of children working in the area. The materials are easily accessible to the children and all materials within the children's sight and reach can be used by them.

Item 2: Active Learning

1. Examples: Block Area--blocks of varying sizes and textures, a climbing structure which can be re-assembled in a variety of ways, large tinker toys, etc.; House Area--blankets, scarves, fabric, buttons, bottle caps, access to "real" food such as popcorn, juice, etc.; Art Area--play-dough, clay, paint, styrofoam, yarn, string, rubber bands, pipe cleaners, wire, fabric, etc.; Quiet Area--strings, beads, straws, buttons, washers, etc.

2. Provides equipment on which children can exercise their large muscles which can be in or outside of the classroom. Examples: balls of different sizes, cardboard boxes, climber, large blocks, swings, ropes, etc.

3. The room is equipped with items such as blocks, puzzles, fabrics of varying textures; paint, paste, real objects for smelling; objects appropriate for tasting; telephones, record players, natural sounds for listening.

Item 3: Language and Communication

1. Examples: telephones, microphones, tape recorders, citizen band radios (real and pretend).

2. Same as above as well as records, record players, musical instruments, books and other sound producing objects.

3. Examples: picture books, story books, taped stories with books, child-made books, etc.

Item 4: Representation

1. "Real things" include items such as animals, shells, leaves, nuts, tools, macaroni, bottle caps, etc.

2. Examples include: two-dimentional--paper, cardboard, paint, crayons, wallpaper, etc.; three-dimensional--cardboard tubes, clay, play-dough, popsicle sticks, toothpicks, wood scraps, blocks, pegs, etc.

CLASSROOM OBSERVATION

Teacher/child interactions refer to the manner in which the teacher and child communicate with one another as well as the content of the communication. In addition, this category reflects the teacher's understanding of the program principles as well as the strategies she uses for the implementing of these principles. The information for this category must be obtained through actual classroom observations, with exception to Items 6-10, which can be supplemented with the Interview/Discussion process.

Item 1: Room Arrangement

1. Use the names of the areas when interacting with the children as well as the contents of each area. This includes both verbal and nonverbal interactions. Examples: "I need the string from the Art Area." "Where does this belong?"
2. Examples: "What materials could we use from the Quiet Area?" "How could we make a different kind of house?"

Item 2: Daily Routine

1. The name of each time period is used conversationally and/or gesturally with the children throughout the day. Pictures/photographs available which illustrate the sequence of the routine, etc.
2. At the end of each time period, mention is made concerning what will happen next.
3. Alerts children a few minutes before each time period is over.
4. The adult asks open-ended questions; allows time for child to look about room before making a decision; materials from a variety of areas are available during Planning Time; etc.
5. A variety of plans are observable from the group of children, e.g., pointing, dictating, tracing, drawing, verbalizing, etc.
6. Adult goes to area with child; adult becomes a "partner" in assisting child with his plan; adult gives something to child to get started; etc.
7. The adult is aware of when the child decides that he has completed his plan through observation and communication with the child. Often the adult acknowledges the completion of one plan and the beginning of a new plan. The plan-do-review cycle is thereby reinforced.
8. Reminds children to put materials away in one area before moving to the next when appropriate; works alongside with children; uses songs/games; gives reasons for cleaning-up; etc.
9. The adult moves about from child to child; watches and listens to children; asks open-ended questions; poses problem-solving situations; offers alternatives; etc.
10. Allows time for children to show, demonstrate, describe what they have done during Work Time (Recall); photographs may be taken; etc.

Item 3: Active Learning

1. Acknowledges and supports with words and gestures as related to the specific situation (e.g., "Good idea, since there were not enough large blocks, you decided to use the small cubes.") or acknowledges child's choice by nodding, etc.
2. The adults in the classroom work alongside the children on the floor, at the table, in the sandbox, etc., at the child's physical level.

Item 4: Language and Communication

1. Adult encourages conversational language through observations or simple statements; children may be the "leader" for Small Group Time, Circle Time, etc.; children's questions, concerns may be referred to other children.
2. No further explanation.
3. Allows time for children to think about what they have to say; connects language to children's interests and activities; makes simple statements and provides open-ended questions.
4. Models for children; expresses own feelings in words, gestures.
5. No further explanation.
6. Uses telephones, microphones, etc. with the child; decreases amount of eye contact to encourage language rather than gestures; awareness of teacher language, e.g., phrases questions as "tell me" rather than "show me."
7. No further explanation.
8. No further explanation.

Item 5: Representation

1. Adult is aware of previous experiences of the children and encourages recognition of objects and events by their sound, smell, taste or feel. Plays sensory-cue games such as mystery bag, food tasting, showing parts of objects.
2. Assists children in noticing and making imprints, identifying objects with limited sensory cues, making models, dramatic play, drawing pictures.

Since Items 6-12 require similar teaching characteristics essential for positive communication regardless of the specific content, the characteristics have been simply listed:

- Allows children to express own interests first before questioning them.
- Allows time for children to think on their own after some thinking or trial and error behavior.
- Works alongside children rather than directing or watching from the sidelines.
- Uses the child's language and terminology when possible.
- Responds to children's gestures as well as verbalizations.

- Uses physical contact and/or body English as a mode of expression, acceptance and reassurance.
- Provides positive reinforcement and encouragement when children have said or done something imaginative or innovative.
- Expectations of children are clear through verbal communication and nonverbal actions.
- Generates group process with children for setting consistent limits and states reasons for limits.
- Encourages children to seek alternatives for solving problems.

INTERVIEW/DISCUSSION

The interview/discussion process allows the evaluator to meet informally with the classroom personnel. During this period, which could occur during a Team Planning session, the evaluator would gain information through asking open-ended questions and engaging in informal conversation. Strategies which would be appropriate to use would include asking the personnel to give examples of each of the items; provide a hypothetical situation which would allow the evaluator to gain information relative to specific items; engage in role playing situations; review team planning documentations, both for the classroom and for individual children; etc.

The items are self-explanatory.